



HuSS

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES, IIT DELHI

INTERNAL REVIEW REPORT 2008 - 2013



INDIAN INSTITUTE OF TECHNOLOGY DELHI



Internal Review 2008-13
**Department of Humanities and
Social Sciences**



Department Faculty Members and Students



Contents

<i>Executive Summary</i>	5
<i>Introduction</i>	
Vision of the Department	11
Faculty Members and Research Areas	14
Former Faculty Members	20
Former Visiting/Guest Faculty	21
Language Lab Instructors	22
Technical and Administrative Staff	23
 <i>Internal Review</i>	
1. Curriculum	24
2. Teaching Environment	28
3. Research	32
4. Innovation, Design and Development	34
5. R&D Environment	37
6. Outreach/External Stakeholder Engagement	40
7. Governance	42
8. Benchmarking	47
9. Feedback System and Results	51

List of Tables, Charts and Appendices

1. Curriculum

Table 1.1: Enrolment in HUSS Courses	54
Table 1.2: New UG Courses Introduced/Proposed	55
Table 1.3: New Pre-PhD Courses Introduced/Proposed	57
Table 1.4: Core Courses	58
Table 1.5: Students with More than 16 credits in HUSS	59
Table 1.6: Minor Project Enrolment	60
Table 1.7: Best Minor Projects	61

2. Teaching Environment

Table 2.1: Year-Wise Faculty Strength	63
Table 2.2: Student-T.A. (or student-hours/T.A) Ratio	64

3. Research

Table 3.1: Faculty Publications – Papers	66
Table 3.2: Best Three Papers of Faculty Members	67
Table 3.3: Faculty Publication – Books	74
Table 3.4: List of Sponsored Research Projects	76
Table 3.5: New Research Areas	78
Table 3.6: Seminars/Workshops/Conferences Organised	80
Table 3.7: Awards, Fellowships, Distinctions	87
Table 3.8: PhD Enrolment	89
Table 3.9: PhD Guidance Completed	90
Table 3.10: PhD Guidance in Progress	90
Table 3.11: Titles of On-going PhD Dissertations	91
Table 3.12: Titles of PhD Dissertations Completed	94
Table 3.13: PhD Placement	97
Table 3.14: PhD Student Publications	99
Table 3.15: PhD Student Conference Presentations	102

4. Innovation, Design and Development

5. R&D Environment

Table 5.1: HUSS Tuesday Seminar Series	106
Table 5.2: Development and Justice Lecture Series	113
Table 5.3: Interdisciplinary PhD Dissertations	114

6. Outreach/External Stakeholder Engagement	
7. Governance	
Table 7.1: Faculty Strength at Various Levels	117
Table 7.2: Discipline-Wise Faculty Distribution	118
Table 7.3: Faculty Past Affiliations	119
Table 7.4: Gender Composition	121
Table 7.5: Regional Representation of Faculty Members	122
Table 7.6: Existing and Projected Staff	123
Table 7.7: Current Space Allotment of the Department	124
Table 7.8: Projected Additional Space Required	125
Table 7.9: Budget Allocation and Finance	126
8. Benchmarking	
9. Feedback System and Results	
Table 9.1: Course Feedback	134
Chart 1: Organizational Structure	127
Chart 2: Committees and Co-ordinators	128
Chart 3: Collaboration Network of the Department	129
Chart 4: Faculty Time Management	130
Chart 5: UG and PG Feedback Average	135
Chart 6: UG and PG Feedback across Departments	136
Chart 7: Average UG and PG Class Size	137
Appendix 1: UG Curriculum Review	138
Appendix 2: Major DFB Decisions	142
Appendix 3: Institute-level Short-listing Criteria for Faculty Positions	143
Appendix 4: Feedback Questionnaire	144
Appendix 5: List of UG Courses	147
Appendix 6: List of PG Courses	180
Annexure 1: Areas of Research	189

Executive summary of the report of the Humanities and Social Sciences Department

The Department of **Humanities and Social Sciences** currently has a faculty and scientific staff strength of **32** and has awarded degrees to **32** students at all levels over the last five years. The unit is located over **774.53 m²** of physical space and received Rs. **1.4** Crores in Plan and **0.7** Crores in Non-Plan grants over the last five years. Research and consultancy income generated over the last five years has been Rs **14** Crores. Based on **Academic** criterion of assessment; we estimate that it is ranked **one of the best** in the country. The following sections list the salient points that emerge from the review of the unit.

1 Curriculum

The annual **enrolment** in programs has been **5302 UG** students, **NA Masters** students and **9 research scholars**. Of the total credit requirements, **94%** at the UG level and **NA%** at the PG level are elective. The Ph.D. program has **12** credit requirements. Of the **71** courses at the UG level, **60%** have been introduced in the last decade. Of the **39** courses at the PG level, **38%** have been introduced in the last decade.

The Department consists of seven academic disciplines – Economics, Literature, Linguistics, Philosophy, Policy, Psychology, and Sociology. Currently, the department has a total enrolment of 55 PhD students, with 29 full time and 26 part time students. The Department offers courses in both UG and PG levels. In recent semesters 25 UG courses cater to around 2750 undergraduate students and 10 PG courses cater to 350 students. During the review period, the department restructured its UG curriculum. Our UG feedback is the highest among all departments in IITD. The PG feedback shows that we are among the top six departments. Three of our faculty have won the Award for Excellence in Teaching. The Department is working on a proposal to start an Integrated MA-PhD program in ‘Development and Justice’.

2. Teaching Environment

The average **class size** for UG courses is **66** and for PG courses is **30.36**. The average **contact hour** of the faculty is **8** hrs per week of UG and **3** hrs per week of PG teaching. The **laboratories** have been modernised with **100%** of experiments in UG and **NA%** of experiments in PG being revamped in the last decade.

The Department offers technology students a wide range of elective courses in fields as diverse as Economics, Literature, Linguistics, Philosophy, Psychology, Sociology and Policy Studies. Our faculty members are active participants in the institute's Professional Ethics and Social Responsibility (PESR) course. All the first year students (850) take a core course in English Language Proficiency. Our UG courses are typically 4 credits apiece translating into

three contact hours (lectures) and an additional tutorial hour. During the last five years, 96 students from overseas have taken classes in our department and 6 of our students have spent more than one semester at other institutions. The student-teacher ratio has improved after the recruitment of 21 faculty members during the review period. The Department has two teaching laboratories – the Digital Language Lab and the Cognitive and Behavioural Sciences Lab. The Department also conducts a Foreign Language Program in German, French, Spanish and Japanese.

3. Research

Averaged over the last five years, **NA%** of the Masters students and **20%** of the research scholars have been supported by **external funding**. The average number of **Ph.D.'s graduated** over the last 5 years per faculty has been **1** and the average SCOPUS cited **publication per faculty** is **NA**. The amount of research projects per faculty is **4300000** and industrial consultancy is **82,000** per faculty. In **0%** of the projects, investigators from other units are collaborators.

Books form a significant aspect of research publication in HUSS. Faculty has published 28 books with reputed International Academic Publishers and 151 papers/book chapters nationally and 181 internationally. SCOPUS ratings are irrelevant for many HUSS disciplines. The Google citation per faculty is 114. Though research in many HUSS disciplines is not driven by external funding, faculty obtained 15 major research projects for a value of Rs.13.80crores. Our Ph.D. students published 24 research articles and participated in a total of 39 national and international seminars/workshops. Faculty have taken up visiting positions at Hawaii, Stanford, University of Washington, Seattle, Taipei, Taiwan and nationally at JNU, Delhi School of Economics, Indian Institute of Advanced Studies, Shimla, the GB Pant Social Sciences Institute and the Mahatma Gandhi International Hindi University at Wardha, University of Erfurt, Germany, University of Hawaii, USA, University of Antwerp, Belgium, National University of Singapore, Roskilde University, Denmark, Indian Institute of Advanced Study, Shimla and Nehru Museum and Library, New Delhi.

4. Innovation, Design and Development

A total of **0 patents** have been filed of which **0** have been granted. Institute wide innovations grants have been availed by **0** students in the Dept. Teams mentored by the faculty compete in **0** events of which **0** are international.

The Department has an unusual profile in that it does not specialise in 'innovation' as understood in a standard technological sense. However, the following initiatives were made – National Biomass Cookstove Initiative; Climate Innovation Centers; Prize Driven Innovation for Environment and Development; Program on Inclusive Innovation at IITD; and a Comprehensive Cognitive Capabilities Scale based on Amartya Sen and Martha Nussbaum's work on Human Development.

5. R&D Environment

Space available, on the average is **NA** for a Masters Student and **0.54 m²** for a Ph.D. candidate. The average faculty attends **7.3** national and **9** international conferences over five years. The average Ph.D. candidate attends **0.38** national and **0.33** international conferences over five years. Over the last five years, **NA** Master's and **5** Ph.D thesis has been in co-supervision with researchers outside the unit. The number of **conference organized** in the last five years has been **54**.

The Tuesday Seminar Series has held more than 60 talks. The Development and Justice Lecture Series was initiated in 2013. The Department Library has been revamped. We have initiated a 'Work-in-Progress' seminar series for PhD students. Five inter-disciplinary PhDs have been completed. Nobel Lectures to introduce the work of Nobel Laureates are organized every year. MOUs with University of Groningen and JNU (in process) have opened up avenues of collaboration.

6. Outreach

Educational outreach has been in the form of **NA** short term courses, **NA** NPTEL courses, mentoring **NA** programs in other IIT's. The number of **books** with sale more than 1000 units authored by faculty is **25**.

Our colleagues have been members of the Srikrishna Committee on Andhra Pradesh (CCSAP), expert committees of the Planning Commission, Ministry of Health and Family Welfare, as well as President's Nominees to the newly instituted Central Universities. Our contributions in areas like Environment, Education, Health, Gender, Economic Policy, Hunger and Nutrition, Climate change, Science and Technology policy have made significant impact on policy and helped to further the national goals in these fields.

7. Governance

Averaged over the last five years, annually **10 faculty board meetings** are held and these are on the average **attended** by **70%** of the faculty. **Faculty time utilization** has been **23.75%** in class, **12.5%** in meetings, **2.5%** in project management, **12.5%** thesis guidance and **5%** in administrative work. Staff time utilization has been **100%** in practical sessions and **0%** in supporting research.

The Department Faculty Board (DFB) is the policy making body of the Department. The Department Research Committee oversees the PhD program and faculty research. The Professorial Committee assists the Head in the execution of the programs and policies formulated by the institute and the DFB. The Department has 8 Professors, 5 Associate Professors and 19 Assistant Professors spread across 7 disciplinary units. The department currently occupies 8337 sq.ft. though as per the present faculty strength it is eligible for 16900 sq.ft. The 5 five supporting staff, which includes a Part-Time storekeeper, assist a rather disproportionately large number of 32 faculty members. The DFB has recommended that faculty maybe allowed to use the equipment fund more meaningfully for data collection and fieldwork.

8. Benchmarking

The **closing rank in JEE** in UG program was **NA** and **GATE cut-off** for short listing at Masters level was **NA** in this academic year.

A multi-disciplinary department like HUSS is unique to IIT. The share of HUSS credits in overall UG requirement is highest in IIT Delhi. Compared to other IITs, the student-faculty ratio is low in IITD. However, the PhD student per faculty is comparatively higher. The teaching load of HUSS faculty is marginally lower. According to the Stanford University India Rankings for Social Sciences, various units of our department have been rated as follows: Psychology (5); Economics (9) and Sociology (19).

9. Feedback

On-campus **placement** for UG, Master's and Ph.D. students were **NA%**, **NA%** and **0%** in this academic year.

More than 50% of our PhD graduates have taken up teaching/research career in leading institutions in India and abroad. Some of our alumni are placed in the government, the private sector and in international institutions like the World Bank. Part time students have, on completion of their PhD degrees, been promoted to higher positions in the public and the private sector.

10. Vision

The target for **funded projects** is annually **NA** Crores and average of **NA** SCOPUS **publications** per faculty per year. The projected **graduation** numbers are **55** Ph.D., **NA** Masters and **NA** B.Tech. **Recruitment** of an estimated **24** faculty in areas **Humanities and Social Sciences (not more than three areas)** is targeted to move the program forward in the next five years.

Our **vision** is to:

- continue to build on our history and recent evolution, and, through careful and strategic growth,
- develop an academic entity that is seen as being on the vanguard of research and training in the Humanities and Social Sciences, that helps make better critical thinkers of India's brightest young minds,
- contribute to the transformation of IITD into a 21st-century science and engineering education institution, and
- work with partners within and outside IITD to address India's developmental challenges.

11. Public Domain

The minutes of the DFB, DRC and Professorial Committee, reports of UG Curriculum Review, details of Lab Modernization are available with the office.

Summary of actions

Overall the major changes planned within the Department are:

We **need to continue to hire new faculty** in the units in a way that allows us to **bring each unit to a minimum critical mass of about eight members** but also adds to and enriches the **multi-disciplinary research clusters** that will serve as a defining feature of the Department. The Department is developing an **Integrated MA-PhD program in 'Development and Justice.'** We expect to develop other similar programs over time, with possibilities under current consideration being **Philosophy & Literature** and **Cognition & Culture**. We are in the process of significantly **strengthening our PhD program** requirements to ensure that our students have the preparation and opportunity to engage in outstanding scholarship and, upon graduating, are in high demand in academia and other organizations. Furthermore, we are exploring the possibility of offering minor areas for undergraduates.

With regard to Institutional support, we look forward to **recruitment of faculty, and technical and administrative staff, meeting the space requirement, allocation of funds to suit the specific research needs of HSS disciplines and expansion of library resources.**

Introduction

The Indian Institute of Technology Delhi is an institution of excellence, recognised for the academic calibre and versatility of its educational programme worldwide. The Department of Humanities and Social Sciences, with its excellent faculty in Economics, Literature, Linguistics, Philosophy, Psychology, Sociology and Policy Studies, contributes to this excellence. IITs are mandated to pursue teaching and research in science, technology and arts. IIT Delhi regards knowledge of Humanities and Social Sciences as a core value. Inspired by the vision and values, this department offers a wide range of courses to the students of technology, runs a vibrant PhD program, and contributes to expanding the frontiers of knowledge in Humanities and Social Sciences.



VISION AND WAY FORWARD

Introduction

The Department of Humanities and Social Sciences at IIT Delhi (IITD) is uniquely placed to make a significant contribution to the world of research and education, both because of the nature of the Department and by virtue of its location in one of India's premier science and technology institutions. The hiring of a significant number of top-class faculty members in recent years that reflected and added to the Department's historical strengths has already allowed it to raise its profile further within and outside IITD.

Indeed, the Department is already seen as having a range of exciting scholarly activities, drawing on the multiple disciplines represented in the Department in a way that does not necessarily hew to tradition but is open to new approaches that reflect the evolving nature of many disciplines. It also promotes and supports multidisciplinary work of the kind that is possible only when creative researchers from various disciplines are in close locational and intellectual proximity.

The Department currently has 32 faculty members, loosely organized into seven units along broad disciplinary lines - Economics, Linguistics, Literature, Philosophy, Psychology, Policy Studies, and Sociology. They represent a rather eclectic grouping, with research explorations that often go well beyond the discipline and contribute to the redefining of the discipline.

To illustrate, we have faculty members who focus on formal linguistics but also those who work on exploring the common foundations of language, emotion, and culture (funded by a major grant from the Department of Science and Technology). We have faculty members who focus on the philosophy of the mind, but also those who are interested in studying the interface between philosophy and technology. And we have faculty members who like to examine the theoretical underpinnings of the linkages between trade and innovation, and those who are interested in the design and analysis of programs to provide public goods.

Vision

Our **vision** is to:

- continue to build on our history and recent evolution, and, through careful and strategic growth,
- develop an academic entity that is seen as being on the vanguard of research and training in the Humanities and Social Sciences, that helps make better critical thinkers of India's brightest young minds,
- contribute to the transformation of IITD into a 21st-century science and engineering education institution, and
- work with partners within and outside IITD to address India's developmental challenges.

This will require us to create an environment that allows multiple intellectual perspectives and approaches to thrive while also promoting and facilitating synergies amongst colleagues, so that the whole is truly greater than the sum of the parts. To do this, we are taking an approach where we will continue to hire faculty within these units, but at the same time, also develop overarching multidisciplinary research and training clusters that represent shared interests among colleagues on exciting areas of inquiry. We should also note that we are exploring the possibility of hiring faculty from disciplines not currently included in our Department, in order to complement existing research themes and teaching programs.

Enhancing Our Graduate Programs

We are in the process of developing a cluster on the topic of '**Development and Justice.**' The research interests of many of our faculty fall within this broad umbrella and it also offers the scope for training graduate students whose subsequent career trajectories could involve theory or practice (or both). This theme will have participation of colleagues from not only the disciplines that would be seen traditionally as being naturally linked to this theme - Economics, Philosophy, Policy Studies, and Sociology - but also from Literature and Psychology. The Department is developing an **integrated MA/PhD program** in this area that would bring in students from different backgrounds, provide them a solid foundation both within their chosen disciplines and cognate subjects, and enable them to carry out research that then draws upon these various perspectives. We have initiated a "Development and Justice" lecture series where distinguished speakers give public talks that benefit scholars in our department, while enriching the IITD community at large.

We expect to develop other similar programs over time, with possibilities under current consideration being **Philosophy & Literature** and **Cognition & Culture**. Of course, these thematic multidisciplinary programs will be in addition to traditional discipline-centered tracks that may fit the interests of other students and faculty members.

We are in the process of significantly **strengthening our PhD program** requirements to ensure that our students have the preparation and opportunity to engage in outstanding scholarship and, upon graduating, are in high demand in academia and other organizations.

Engaging with the undergraduate student body

We also believe that the coursework we offer is a critical and unique part of the learning experience of IITD undergraduates in that they help broaden the horizons of the students, expose them to modes of intellectual inquiry very different from their science and engineering classes, and also help them better understand the world and its interactions with science and technology. Our courses consistently get among the best reviews from the students and **three of our faculty members have won the Best Teacher award in the three years since these awards were established.** We have recently streamlined our course offerings and continue to add courses that draw upon the variegated expertise of the faculty and often transcend traditional disciplinary/course boundaries. Furthermore, we are exploring the possibility of offering minor areas for undergraduates.

To give an example, we have just launched a course on **Inclusive Innovation**, designed and taught jointly with engineering faculty members, which combines exposure to the theoretical aspects of such innovation processes with hands-on design exercises and project. The Omidyar Network has provided a major grant to support the development of this course as well as the translation of potentially high-impact concepts that may emerge from this course into real-world application. As other examples, a Linguistics faculty member from the Department and a colleague from Electrical Engineering are exploring the possibility of developing a joint course, as are colleagues from Philosophy, Sociology, and Economics.

Way forward

To bring this vision to fruition, first and foremost, we **need to continue to hire new faculty** in the units in a way that allows us to **bring each unit to a minimum critical mass of about eight members** but also adds to and enriches the **multi-disciplinary research clusters** that will serve as a defining feature of the Department. We realize that this would represent significant and sustained growth but we also feel that going to this scale is absolutely essential if the Department is to make the kind of impact that we aspire to, and, indeed, is very possible. Such a growth would enhance the ability to have frequent professional interactions with colleagues from one's own discipline, who share some broad commonality of training and interest; allows multiple perspectives on how to keep departmental programs current and relevant, especially as disciplines evolve and new topics of research emerge; and enable us to offer broad foundations and electives (and multiple mentors) for our PhD students

We also **need a significant addition to the space allocated to the Department** to bring it in line with the Institute guidelines for allocation per faculty. This is particularly important for our research scholars, so as to allow them a chance to be in proximity with each other, interact, and gain from peer-learning that is an essential part of their training. We also **need to enhance our Departmental library resources**, given that our requirements are very different from the rest of the Institute.

Conclusion

As the Department grows and evolves, we look forward playing an increasingly important role, along with the engineering and natural science disciplines, not only in the intellectual and pedagogic life of IIT Delhi but also in the world outside the Institute.






FACULTY MEMBERS & RESEARCH AREAS

 <p>Sanil V. <i>Professor and HOD</i></p>	<ul style="list-style-type: none"> • Philosophical investigations into Art, Science, Technology, Literature and Social Sciences • Reason and Revolt • Violence, Hate and Revenge • Contemporary Indian thought • Intellectual traditions of Kerala • Philosophy of Biology
 <p>Amrit Srinivasan <i>Professor</i></p>	<ul style="list-style-type: none"> • Sociology of Knowledge & Culture
 <p>Ambuj D. Sagar <i>Professor</i></p>	<ul style="list-style-type: none"> • Energy & Environment Policy • Energy Innovation Policy • Climate Change Policy • S&T Policy • Technology & Development
 <p>Bijoy H. Boruah <i>Professor</i></p>	<ul style="list-style-type: none"> • Philosophical Aesthetics • Philosophy of Mind • Ethics and Value Theory
 <p>C.A. Tomy <i>Professor</i></p>	<ul style="list-style-type: none"> • Philosophy of Mind and Cognition • Philosophy of Science • Scepticism, Metaphysics and Self

 <p>Purnima Singh <i>Professor</i></p>	<ul style="list-style-type: none"> • Social and Applied Social Psychology • Justice, Identity ,Inter Group Relations • Cognition and culture
 <p>Ravinder Kaur <i>Professor</i></p>	<ul style="list-style-type: none"> • Social Change • Sociology of Development • Gender • Kinship • Anthropological Demography • Environment • Sociology of India
 <p>Rukmini Bhaya Nair <i>Professor</i></p>	<ul style="list-style-type: none"> • Linguistics • Philosophy of Language • Cognitive Science and Cultural Studies • Critical Theory • Postcolonialism • Gender • Creative Writing • Narratology
 <p>V. Upadhyay <i>Professor</i></p>	<ul style="list-style-type: none"> • Development Economics • Economic Theory • Indian Economy
 <p>Angelie Multani <i>Associate Professor</i></p>	<ul style="list-style-type: none"> • Indian Theatre in English • Culture Studies • Gender/Studies • Contemporary Fiction
 <p>Bharati Puri <i>Associate Professor</i></p>	<ul style="list-style-type: none"> • Buddhism Tibetan/Himalayan Studies • Philosophy of Culture • Social & Political Thought • Anthropology and Philosophy • Applied Ethics Literature and Philosophy • Peace Studies, Philosophy and Literature • Sufi Thought

 <p>Kamlesh Singh <i>Associate Professor</i></p>	<ul style="list-style-type: none"> • Positive Psychology • Applied Positive Psychology • Environmental Psychology • Psychometrics • Community Psychology • Rural Women and Adolescents
 <p>Vibha Arora <i>Associate Professor</i></p>	<ul style="list-style-type: none"> • Political Sociology • Environmental Sociology, Sociology of Development • Globalization and Transnationalism • Visual Anthropology, Medical Anthropology • Gender and Development • Social research Methods, Sociological Theory • Sociology of South Asia, the Himalayan Region and their Diaspora
 <p>Simona Sawhney <i>Associate Professor</i></p>	<ul style="list-style-type: none"> • South Asian Language and Literature • Postcolonial Literature and Theory • Sanskrit Literature • Literary Theory
 <p>Ankush Agrawal <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Development Economics • Applied Econometrics
 <p>Arjun Ghosh <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Culture Studies • Performance Studies • Authorship • Intellectual Property
 <p>Arudra Burra <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Moral, political, and legal philosophy

 <p>Debasis Mondal <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● International Trade ● Economic Growth ● Public Economics
 <p>Divya Dwivedi <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● Philosophy of Literature ● Aesthetics ● Narrative Theory ● Literary Theory ● Gandhi Studies ● Political Cartooning
 <p>Farhana Ibrahim <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● Sociology of India ● Nationalism and the Nation ● State Sociology of Religion ● Historical Anthropology ● Oral Histories ● Collective Memory ● Conflict
 <p>Jayan Jose Thomas <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● Labour, Capital and Technology in Indian Industrialization
 <p>Naveen Thayyil <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● Law, Techno-science and Democratisation ● Regulatory issues in new and radical technologies ● Democratisation of regulation of technology ● Risk regulation ● Use of ethics in technology regulation ● Development of Technologies and Public contestations ● Public participation in regulation
 <p>Pritha Chandra <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> ● Linguistics ● Theoretical Syntax ● Language Acquisition (1/2nd) ● Politics of Language

 <p>Paroma Sanyal <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Phonology and Syntax • Theoretical Frameworks: Optimality Theory, Lexical Phonology, Distributive Morphology, Minimalism • Minor Research area Language teaching: English Language teaching • Task-based language teaching
 <p>Reetika Khera <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Economic Development • Education, Health and Nutrition • Indian Economy
 <p>Richa Kumar <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Sociology of Agriculture • Sociology of Development • Science and Technology Studies (STS) • Science and Technology Policy • Agriculture and Rural Development Policy • ICTs and Development
 <p>Sarbeswar Sahoo <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Postcolonial State • Civil Society and Democratization • Adivasis of India and the Politics of Development • Hindu Nationalism • Neo-liberal Globalization • Sociology of Religion and (Anti-Christian) Violence
 <p>Stuti Khanna <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Cities, Modernism, Postcolonialism • Twentieth-Century Literature • Indian Writing in English • Gender.
 <p>Sourabh B. Paul <i>Assistant Professor</i></p>	<ul style="list-style-type: none"> • Labour Economics • Empirical Development • Trade Policy, R&D and firm productivity • Technology spillover and labour market effects • Health and Nutrition, Household Behaviour Analysis • Crime and Inequality • Applied Microeconomic Theory



Upasna Sharma
Assistant Professor

- Climate Change
- Disaster Management
- Hazard Early warning Systems
- Index-Based Agricultural Insurance
- Traditional Knowledge Systems for Weather Prediction
- International Negotiations on Climate Change



Varsha Singh
Assistant Professor

- Behavioural Decision Making and Choice Behaviour
- Dual process theories of decision making
- Heterogeneity and constraints in decision making



Rajakrishnan Rajkumar
Assistant Professor

- Natural Language Generation (NLG)
- Syntactic theory and Psycholinguistics

Former Faculty Members

	Amulya Khurana	Retired, 2011
	Shymala Kallury	Retired, 2011
	Sujoy Chakrabarty	Joined JNU, 2008
	Vignesh	Joined DMS, IITD 2013
	Shantanu Ghosh	Fellow, Harvard Medical School, 2011

Former Visiting/Guest Faculty

	Rashmi Sadana (Sociology)	Assistant Professor, George Mason University, USA	January – December 2011
	Snehlata Jaswal (Psychology)	Associate Professor, Biologically Inspired System Science, Indian Institute of Technology Jodhpur	(2011-13)
	Girish Agrawal (Policy Studies)	Principal Engineer and Chief Geotechnical Engineer at Willdan Engineering	(2012-13)
	Rohit (Economics)	Jawaharlal Nehru University, New Delhi	(2009-10)
	Veni Mathur (Economics)	DTDC Institute of Supply Chain Management, New Delhi	(2009-11)
	Shipra Nigam (Economics)	Jawaharlal Nehru University	(2010)
	Saba Mahmood Bashir (Communication Skill)	Jamia Millia Islamia	(2012)


Language Lab Instructors

 <p>Rajiv Ranjan Mahto <i>English Language Instructor</i></p>	<p>Professional Communication</p>
 <p>Bharti Shokeen(Ms.) <i>English Language Instructor</i></p>	<p>English Language Teaching</p>



(Digital Language Laboratory)

Technical Staff

	<p>Psychology Lab administration and conducting Psychological Experiments</p>
<p>Dharti Tiwari (Ms.) <i>Junior Superintendent</i></p>	

Administrative Staff

Photo	Name	Designation	Category
	Brij Bala Taneja	Superintendent	Office
	Shree Pal	Attendant	Office
	Dharambir Singh	Attendant	Office
	Monika	Assistant (on contract)	Office
	Punit Nagpal	Storekeeper (Part-Time)	Storekeeper
	Jaikishen	Cleaner (on contract)	Office
	Shweta Verma	Library Assistant (on contract)	Library

1

Curriculum

Curriculum

The curricula of the department aligned with its academic vision aim to cultivate critical and innovative thinking and impart training required to carry out highest level of multi-disciplinary research.

The department offers a PhD program in seven academic disciplines (Economics, Literature, Linguistics, Philosophy, Policy, Psychology, and Sociology). The PhD program consists of both full time and part time students. Currently, the department has a total enrolment of 55 PhD students, with 29 full time and 26 part time students. The HUSS department at IITD has over the years become a highly attractive place for pursuing doctoral studies as it provides outstanding academic training, both in teaching and research, to students.

Apart from maintaining a rigorous PhD program, the department offers various elective courses to the Bachelor of Technology (B.Tech.) and the Masters of Technology (M.Tech.) programs of other departments within the institute. These elective courses are offered at two levels: the undergraduate (UG) and the post-graduate (PG) level. There is a great demand for HUSS elective courses. Data from the last five years show that enrolment in HUSS UG courses has almost doubled. For example, in Semester I (2008-09), there were 1501 students registered in 19 courses offered by the HUSS department. This number has now increased to 2757 in Semester II (2012-13) and met through 25 courses. At the PG level, the demand for HUSS courses has also increased from 237 in Semester I (2008-09) to 443 in Semester II (2012-13). In total, the students' enrolment in HUSS courses, both UG and PG, has gone up from 1738 in Semester I (2008-09) to 3200 in Semester II (2012-13) (Table 1.1).

There are 55 Undergraduate and 36 Postgraduate courses listed by the Department in the Courses of Study Handbook of the IIT Delhi. These cover all the constituent disciplines of the Department. In any given Semester, HUSS faculty floats a basket of courses for students to choose from. Every semester, the HUSS department offers more than 25 UG courses and 10 PG courses. Our major objective is to develop critical thinking amongst students and to make them aware about various contemporary issues affecting the social and political life of the nation. Such training helps them understand not just the socially embedded nature of technology but also prepare them to be responsible citizens. With this in mind, the HUSS department in the last five years has introduced 57 new elective courses (42 UG electives and 15 PG electives). (Table 1. 2 and Table 1.3).

In 2011, as part of the Institute Undergraduate Curriculum review, the Department restructured its Under Graduate courses with a view to offer introductory courses at the 200 level and more advanced courses at the 300 level. The present UG course structure is given below:

- 100 level course English Language and Proficiency
- 200 level courses with 4 credits (3-1-0 LTP structure)
- 300 level courses with 3 credits (3-0-0 LTP structure)

For HUSS credits, the following guidelines are followed.

- HUN100 is a prerequisite for all 200 level courses
- ANY TWO courses from HUL2XX category are prerequisites for all 300 level courses. For every 300 level course a set of 200 level courses are recommended as allocation preferences. Students who complete courses from this set will get preference for allocation of the corresponding 300 level course.
- As a part of their credit requirement from the HUSS courses, the undergraduate students are required to take at least ONE course at the 300 level

A unique feature of the Department's undergraduate teaching is that it gets the distinctive opportunity to interact with each and every single undergraduate student of IIT Delhi through its course offerings. This opportunity is not available to most other departments as they only teach to their own department students. The interaction of each UG student with the HUSS begins in the very first year. Till the academic session 2012-13 this interaction took the form of the HUN100: Introduction to Humanities and Social Sciences. In this course, students were offered introductory lectures in all of the disciplines taught at the HUSS. The objective of these lectures was to allow the students to make informed choice about HUSS electives, which they are required to study the second year onwards. The HUN100 also included a component on English Language learning, which helped students, particularly those with lower levels of proficiency in English, to better their language skills. Since 2013-14, the HUN100 has been replaced with NLN100: English Language Proficiency. As a practice oriented, lab/lecture course, this course now caters to the English language learning needs of all 800 or so first year undergraduates, entering IIT Delhi. Its counterpart HUL810 Communication Skills at the PG level, too, is a mandatory audit course for all the postgraduate students pursuing a Ph.D., M.Tech, MS or M.Sc. programme. It covers more advanced aspects of language learning and professional self-development, such as report writing and presentation skills, structured verbal communication, thesis preparation and so on (Table 1.4).

Successful completion of 16 Credits in the HUSS disciplines is compulsory for all undergraduate students to get their degree. However, for a sizeable section of the students HUSS becomes the destination for courses in Open Category. As the Table 1.5 demonstrates the HUSS department contributes a lot more to the shaping of the academic course basket of students at IITD than it is mandated to do. In fact, many students complete up to 30 credits of their course credits from humanities and social science disciplines - unfortunately, data for individual students are not available. To enable our undergraduate students to develop into researchers, they are often encouraged to do minor projects with HUSS faculty members. From 2009 to 2013 on a semester, an average of around 44 minor projects has been

supervised in the department (Table 1.6). Some of best minor projects carried out in the department are listed in Table 1.7.

PhD scholars who have a Master's degree in the HUSS disciplines have to complete 12 credits of course work. Those with M.Phil may be given an exemption of maximum 6 credits. On successful completion of their course work, research scholars are expected to take a comprehensive examination which consists of a written test and a Viva Voce. The examination syllabus includes the courses taken by the scholar and also a list of seminal texts in the area of proposed research. A scholar's research plan needs to be presented in a seminar and approved by the Student Research Committee

The quality of the PG programme (i.e., the PhD program) and the curricula (undergraduate and postgraduate courses) are monitored periodically (UG review: once every 5 years; PG review: once every 10 years). The mechanism for the review (UG & PG) is as follows: faculty members (one at each level: assistant, associate, and professor) are nominated to form a task-force (i.e., committee). This committee plans and conducts the review exercise, and at each stage of the review (i.e., planning, conducting, documenting) coordinates and communicates with the Departmental Faculty Board (DFB) and the Department Research Committee (DRC). Details of a recent UG curricula review are attached in Appendix I.

We are currently reviewing the PG curriculum as well as developing focused programmes on multi and inter-disciplinary areas at the PG level.

2

Teaching Environment

Teaching Environment

The Department of Humanities and Social Sciences (HUSS), IIT Delhi offers technology students a wide range of elective courses in fields as diverse as Economics, Literature, Linguistics, Philosophy, Psychology, Sociology and Policy Studies. All first year UG students register for the core course on language. Our faculty members are active participants in the institute's Professional Ethics and Social Responsibility (PESR) course which aims to impart basic ethical and social values to students. These courses foster the spirit of integrated disciplinary learning, crucial for providing the IIT Delhi undergraduate degree with that special intellectual and socially responsible edge.

The HUSS department has been steadily expanding in terms of the number of full-time faculty members in the past five years as shown in Table 2.1. From 18 full-time faculty members at the start of the review period in 2008, we have steadily expanded to 32 full-time faculty members in 2013 despite the fact that during the review period six of our colleagues either retired or left the department. The department has also hosted visiting scholars of repute to cater to the specific needs of the undergraduate and doctoral students all through the past five years.

As is evinced by Table 1.1, our student-teacher ratio during 2008-2013 has ranged from 60 to 110 for undergraduate courses and 18 to 56 in the case of postgraduate courses. Our teacher student ratio indicates large class sizes. Our UG courses are typically 4 credits apiece translating into three contact hours (lectures) and an additional tutorial hour. During the tutorial session, the entire class is divided into 5 groups and the faculty member devotes five additional hours to provide specialized, individual attention to the undergraduate students. Typically, tutorial sessions supplement the main lectures by means of additional problem sets, student presentations and other in-class activities. These tutorial sessions have helped mitigate to some extent the issue of large undergraduate class sizes. Student feedback has also pointed out the fact that these sessions enable them to master the material as well as get to know the instructor at a more personal level.

In addition to teaching, the HUSS department also has a very active and vibrant research community. Our PhD students are from diverse backgrounds. In each discipline, we have students ranging from dedicated full-time research scholars to part-time candidates working in various public and private sector enterprises. As doctoral studies are mainly aimed at producing high quality academics, the Department provides teaching opportunities to the PhD scholars through its unique Teaching Assistant (TA) program. Teaching Assistants are selected from our pool of PhD students. They are required to take tutorials, administer tutorial assignments, interact with undergraduate students, collate attendance records, proctor examinations and also help create course content. This experience in the classrooms helps our PhD students advance in their academic careers (Table 2.2).

Our students come from various cultural, social and linguistic backgrounds. During the last five years, 96 students from overseas have taken classes in our department. The Department makes a concerted effort to provide exposure to other international and highly competitive academic environments: 6 of our students have spent more than one semester at other institutions.

The Department houses two teaching laboratories: a language laboratory to help students improve their language and communication skills and a behavioural and cognitive science laboratory to train students in subjects like psychology and other allied behavioural sciences. Recently, linguists too have started using the equipment and space of the Lab for research. Both the laboratories have been constantly upgraded with the latest technology and equipment available.

Digital Language Lab

This is envisioned as a state of the art learning space, fitted with over 50 Touch Screen computers, loaded with imaginative yet robust software, LCD screens, projecting facilities and AVA equipment to encourage creative productions by the students. Complementing this lab up-gradation effort is our purchase of state-of-the-art web-based English language learning software, in partnership with the Computer Service Centre of IIT Delhi who will then make the contents available to students on the LAN so that they can work in a flexible manner, whether in their hostels or in the lab.

Beginning December 2011, several steps were taken to upgrade the facilities in the language lab. All computers were replaced with 50 all-in-one touch screen desktops. This helped unclutter the Language Lab. The department also purchased the Language Learning software 'Digital Language Lab' from Gurukul Online Learning Solutions, and Language Evaluation software from Liquid.com. Given newly revamped NLN 100's new requirements, the Department has aggressively set in motion the improvement and enhancement of existing English language learning facilities.

The Laboratory contributes significantly to the administration of the course NLN 100. The course aims at initiating students from varied backgrounds into the academic environment of IIT Delhi. It begins with an English language 'exposure test' which serves as a pointer towards the specific language needs of different students. This test is used to divide the entire batch of first year students of approximately 850 into 40 smaller cohorts. The students attend class and lab on alternate weeks. In the lab they use the language software package 'tell-me-more' for reading, listening, speaking and grammar practice. Each student has full autonomy and freedom to select his or her challenge level and type of activity. Broadly, semester I of this essential laboratory course is focused on language input while semester II focuses on output skills.

Cognitive and Behavioural Sciences Laboratory

Cognitive and Behavioural Sciences Laboratory used as Teaching Aid for Psychology Courses (UG & PG), and Testing Personality and Various Cognitive Processes and Training programmes in related areas such as Stress Management, Managerial Personality, Managerial Communication, Team Building and various other Psychological Measurements.

The lab has an EEG system containing 32 Ag/AgCl electrodes. To enable data collection with both ease and precision, the earlier 16 electrodes have been upgraded (Model No MP100 – Bio-pacsystems Inc., CA, USA). Data collection with the new 16 electrodes can be accomplished with the aid of this additional EEG capacity. A Faraday Cage is also installed in the laboratory to prevent external electromagnetic interference with our neural recordings. The AcqKnowledge Software Version 3.8.1 is used for data acquisition and analysis. Courses like *Psychology Laboratory*, *Minor Projects*, and *Special Module in Cognitive Psychology* are taught with the help of this system and preliminary research on the neural basis of behaviour in student projects. The department employs one technical assistant in the Behavioural & Cognitive Sciences Laboratory.

The Department is also involved in other teaching related activities. The HUSS faculty now organizes the English Language Proficiency Test based assessment for all the first year students, before term begins in August. It also organizes them according to language needs and manages the Human Resource for both the lab and the lecture-based teaching of the course. 'Special Help' students are given attention over and above the standard class attendance requirement for passing the course. In just under six months, the Department has ably replaced the services of outside agencies like The British Council and become self-sufficient in these tasks.

In addition, Department conducts a 'foreign language programme' and offers fee-paying Certificate Courses in German, French, Spanish and Japanese, under the QIP/CEP initiative, for students as well as outside professionals.

HUSS faculty members have been very involved in the creation of teaching materials for their own disciplines for learners of various levels. These materials range from an NCERT Class12 textbook, a monograph on Indian economy soon to be transformed into a textbook and NPTL courses with video lectures.

3

Research

Research

The Faculty in HUSS maintains an impressive record of research and publication. Faculty members regularly publish in leading national and international academic journals. During the period under review, the members of the faculty have published 332 research papers (National 151 and International 181). The average number of publications per year, for the past five years, of the entire department is 68. (For a year wise split-up of publications details, see Table 3.1) Given that faculty conducts research in addition to teaching and administrative/service duties, this shows a high degree of commitment to research and publication. A glance at the list of best 3 publications in Table 3.2 shows that faculty members frequently collaborate with colleagues both nationally and internationally and are engaged in contributing, not only to the disciplines as traditionally constituted, but also to new and emerging fields that cut across disciplinary lines.

Books and monographs are very significant forms of publication in humanities and social science disciplines. During 2008-2013, our faculty published 25 books (3 more forthcoming) with prominent publishers like University of Minnesota Press, Oxford University Press, Routledge, Palgrave Macmillan, Sage, Orient Blackswan, Cambridge Scholars Publishing, Pencraft, Harper Collins, Greenleaf, Danish Books, and Bloomsbury Academic. The list of books published by our faculty is given in Table 3.3.

During the period of review, members of the faculty obtained 15 major research projects with funding from external sources. The total fund of these projects amounts to Rs. 13.80crores. Consultancy is not yet integrated with research in many HUSS disciplines. However, during the review period faculty members have been able to obtain Rs. 27lacs through consultancies. The sponsors of these projects include the German Development Institute, Department of Science and Technology, UNICEF, International Development Research Centre, Omidyar Network, ICSSR, ICCR, and ICMR, among others. The list of these projects provided in Table 3.4. To facilitate the exchange of ideas in new areas of research (Table 3.5), the department has organised more than 54 conferences and seminars (Table 3.6).

Faculty members are actively engaged in disseminating their research outputs to the wider academic community by participating in contemporary debates and regularly attending conferences, symposia and seminars both nationally and internationally. During the last five years our faculty members have participated in 287 international and 234 national conferences and seminars. Our faculty members are invited to give lectures and seminars at various university departments across the country and outside.

The Universities where several colleagues have spent sabbatical/long leave range from Hawaii, Stanford, University of Washington, Seattle, Taipei, Taiwan and nationally at JNU, Delhi School of Economics, Indian Institute of Advanced Studies, Shimla, the GB Pant Social Sciences Institute and the Mahatma Gandhi International Hindi University at Wardha.

Many faculty members have received awards and distinctions for their graduate and post-graduate work, and these accolades continue through their professional careers. Our faculty members have served prestigious visiting positions and have been awarded fellowships by several international and national institutions. These include the Humboldt Fellowship at the Max Weber Centre for Advanced Cultural and Social Studies, University of Erfurt, Germany, University of Hawaii, USA, University of Antwerp, Belgium, National University of Singapore, Roskilde University, Denmark, Indian Institute of Advanced Study, Shimla and Nehru Museum and Library, New Delhi. Awards won by faculty include Exim Bank IEDRA award, New India Fellowship, and M.N Srinivas Prize (Table 3.7).

The backbone of the departmental research activities is a vibrant PhD Programme. Currently 55 students are enrolled in the PhD programme of the Department (Table 3.8; 3.9; 3.10). Titles of on-going and completed PhD dissertations are given in Tables 3.11 and 3.12. In the period under review, HUSS has produced a total of 36 doctoral dissertations in diverse disciplines.

Like the members of the faculty, our doctoral students also contributed their share to the research outputs of the department. Our Ph.D. students published 24 research articles and participated in a total of 39 national and international seminars/workshops in the last five years. Lists of some of the research publications and conference presentations by our students are furnished in Table 3.13 and Table 3.14 respectively.

More than 50% of our PhD graduates have taken up teaching/research career in leading institutions in India and abroad. Some of our alumni are placed in the government, the private sector and in international institutions like the World Bank. Part time students have, on completion of their PhD degrees, been promoted to higher positions in the public and the private sector (Table 3.15).

4

Innovation, Design & Development

Innovation, Design and Development

The Department has an unusual profile in that it does not specialize in 'innovation' as understood in a standard technological sense. Yet, it has contributed significantly to the profile of IIT Delhi even in this respect in the sense that concepts developed by faculty members from the Department have an impact in the 'real world' terms of practical applications.

For example, a faculty member from Policy Studies has helped pioneer the National Biomass Cookstove Initiative, launched by Ministry of New and Renewable Energy in 2009, which aims to develop and provide clean cookstoves to the rural and urban poor. He also developed the concept of Climate Innovation Centers (CICs), which was the basis of the Indian government proposal in UN Framework Convention on Climate Change (UNFCCC) negotiations. Picking up on this concept, the World Bank has also announced plans to establish a global network of CICs (with the first four already established in Kenya, Ethiopia, South Africa, and the Caribbean with investments of US\$10-20 million each). He also developed the concept of Prize-driven Innovation for Environment and Development, which has led to a £10+-million program on Innovation Prizes for Environment and Development by the UK Department of International Development. Lastly, faculty members from Policy Studies, working with colleagues from engineering departments, are partnering with UNICEF and Omidyar Network to establish a program on Inclusive Innovation at IIT Delhi will further focus on ideation and technology translation for addressing real-world challenges faced by the poor and the underprivileged.

In another major initiative a group of faculty members from linguistics, psychology and economics have won a large competitive grant from the ICCR to develop a comprehensive Cognitive Capabilities Scale (CCS) based on Amartya Sen and Martha Nussbaum's work on human development with large-scale and far-reaching implications for the measurement of cognitive capabilities in India and internationally in the critical age-groups of 1-6 and 6-12 years.

5
R&D
Environment

R & D Environment

The research environment of the Dept. is robust and vibrant. Our colleagues come from diverse backgrounds, representing the best of the disciplinary background they have been trained in. The various disciplinary groups within the department are actively engaged in research and supervision of PhD dissertations both within the traditional boundaries of disciplinary understanding as well as transcending those boundaries by seeking perspectives and methodologies from other disciplines. We are also developing new areas of concentration, such as “Development and Justice” that will create new sites of interaction amongst the faculty and will also attract highly motivated PhD candidates. An MOU with the University of Groningen has enabled faculty visits and initiated the proposal for a joint workshop on Research Methods in 2014. An MOU with JNU is under process which will enable students in both institutions to register for courses in the other.

The Tuesday Seminar Series

Just as our faculty are asked to lecture and give seminars at University departments across the world, the Department also has a robust tradition of inviting scholars, both national and international to present seminars in the Department. For several years now, we have sustained a Departmental Seminar series where we invite scholars from different disciplines and areas of expertise to give talks and interact with faculty and students at least twice a month, normally every alternate Tuesday. In the last five years, the Department has had more than 60 talks in its Tuesday seminar series (Table 5.1). Each semester more than 8 papers are presented by eminent scholars in the Humanities and Social Sciences disciplines. This greatly benefits the faculty members and the PhD students of the department. Eminent scholars like AnvitaAbbi (JNU), Amita Baviskar (IEG), Anthony D’Costa (Copenhagen), Dan Slobin (Berkeley), Dorit Abusch (Cornell), Amita Sinha (Illinois), Haward Ducharme (Akron), Arlindo Villaschi (Brazil), Dennis Smith (Loughborough), Ravina Agrawal (Ford Foundation), Deepta Chopra (Sussex), Smitha Radhakrishnan (Wellesley), Sanjay G. Reddy (New School), Peter Gareth (Cardiff), Roland Lardinois (CSH-New Delhi), Gernot Salmon (Freiburg), Sari Kisilevsky (CUNY), and others have presented papers in our department. This series also showcases work in progress by colleagues from within the Department

The Development and Justice Lecture Series

As part of our preparation for initiating a full-fledged PG programme on 'Development and Justice', we also have a dedicated a series of lectures at the Institute level on this theme, introduced in 2013. As of now, the Department has organised four lectures. Eminent speakers like Aruna Roy, Uma Chakravarty, Nivedita Menon and others, reflecting variability in expertise and range, topics have delivered talks in the series (Table 5.2). Apart from the Department Seminars we also manage the Institute Nobel Lectures, where we invite area experts to talk about the year’s Nobel awardees.

In addition to these two regular seminar series, the HUSS department has also organised Public Lectures and Panel Discussions at the Institute level. For example, in 2013, the department organised a panel discussion on “Hunger and Nutrition” by Nobel Laureate Amartya Sen, the Deputy Chairman of the Planning Commission, Dr. Montek Singh Ahluwalia, the Chairperson of the National Commission for the Protection of Child Rights, Prof. Shanta Sinha, and others. More than 1500 people from within and outside the Institute attended this discussion. .

Our PhD students receive all possible encouragement to facilitate their research. All our full-time PhD students receive funding either from the Institute or other funding agencies. Doctoral students who have qualified UGC NET examination are given Institute Fellowships. The fellowship amount matches the funding of UGC-JRF/SRF scholars. The Department also sponsors students’ participation in conferences and seminars. 'Work in Progress' presentations by PhD students are held once every semester giving them an opportunity to receive critical feedback on their work from multiple disciplinary perspectives. All faculty and students attend these sessions.

Besides the Central library of the institute, the Department has its own library with a very good collection of books and journals that help strengthen the research of students and faculty members. Our current Department Library has also been resurrected and overhauled in the last five years, thanks to the persistent efforts of various faculty members. We have not only managed to re-open our Department Library which had been lying dormant, but have actually managed to catalogue the new and old books ordered by us, and started a lending and circulating system. The Departmental library is making efforts to build a corpus of essential texts and classics that can be consulted by the students and faculty. A good library is always the nucleus of a vibrant research ethos and we hope to improve ours by expanding and developing our library resources further. SPSS Package and the Emille Corpus of Spoken and Written data from the South Asian Languages are available in the Department.

Being a Department that houses 7 different disciplines and hopes to grow and incorporate more, there is a great deal of inter-disciplinary and multi-disciplinary work that happens in HUSS. Most of our faculty members have research interests and approaches that are critically informed by other disciplines, and there are students who concretely benefit from this by undertaking research work that straddles conventional boundaries. There have been several Ph.D. theses that have been co-supervised by faculty from different disciplines such as Philosophy and Literature, Linguistics and Philosophy, Psychology, Economics and Sociology, Sociology and Philosophy, Sociology and Policy and so on. The list of completed interdisciplinary dissertation is in Table 5.3. Many of the projects undertaken by our faculty are similarly multi-disciplinary, with PIs and co-PIs from disciplines such as Linguistics, Philosophy, Cognitive Studies and Psychology.

6

Outreach/External Stakeholder Engagement

Outreach/External Stakeholder Engagement

The Department has been active in disseminating research outside IIT Delhi. We have organized national as well as international workshops and seminars in specific disciplines like Linguistics, Philosophy and Psychology and in interdisciplinary areas like Sustainable Design and Innovation. Workshops on Research Methods and Research Writing have had participants from other universities and research institutions. HUSS Faculty is involved in developing web-based education material for NPTEL and UGC Infbnet.

Our colleagues have served as members of selection committees of IITs, IIMs and central, state and private universities, our faculty members have contributed to raising the standards of academic research by way of being examiners of numerous PhD and masters theses of many universities. In addition to guiding our of PhD scholars we have examined around 51 PhD theses of students from other institutions.

The Department of Humanities and Social Sciences seeks to tie together its academic and research aspects with policy and social responsibilities. Many members have served on government committees of national responsibility. Our colleagues have been members of the Srikrishna Committee on Andhra Pradesh (CCSAP), expert committees of the Planning Commission, Ministry of Health and Family Welfare, as well as President's Nominees to the newly instituted Central Universities. They have served on staff research positions for projects for the White House (USA) and on various Boards such as the US India Educational Foundation, the Open Society Foundation, the Board of Trustees of the Indian Institute of Advanced Study, the Indo-German Export Group on Green and Inclusive Economy and on Boards and Committees for other educational institutions both in administrative and academic advisory positions. Our contributions in areas like Environment, Education, Health, Gender, Economic Policy, Hunger and Nutrition, Climate change, Science and Technology policy have made significant impact on policy and helped to further the national goals in these fields.

7

Governance

Governance

The Department Faculty Board (DFB) is the policy making body of the Department. The DFB comprises of all full time faculty members and meets at least once a month. It articulates the departmental vision and coordinates and reviews all activities of the department. It discusses all matters related to the curriculum, faculty affairs, the organization of conferences etc. An illustrative list of significant matters that were discussed in DFB meetings between 1 August 2008 and 31 August 2013 are in appendix 1. The DFB elects members of various intradepartmental committees. It also recommends the department representatives for various institute committees like the Advisory Committee of the Central Library, the Computer Users Committee, and Board of Academic Programs. The Head of Department is the ex-officio Chairman of the DFB.

The Department Research Committee (DRC) consists of at least one member from each of the disciplines represented in the department, including a minimum of four professors. The DFB nominates the members and the Chairperson. The Head of the Department, the department representative in the BAP and the PhD program co-ordinator are also members of the DRC. The tenure of the Committee is one year. The DRC conducts the admission to our PhD programme, moderates the results of the PhD level courses, constitutes the Student Research Committees and approves the results of PhD scholars' comprehensive examinations and research plans. It also oversees the submission of the PhD thesis and the viva-voce.

All professors are members of the Professorial Committee. This committee assists the Head in the execution of the programs and policies formulated by the Institute and DFB such as recommending areas and levels of faculty selection, short listing the applications for faculty positions, secondment of faculty to any outside organization, grant of long and medium leave to faculty and visiting faculty appointments.

The overall organizational structure of the department with the functions of each constituent unit is depicted in Chart 1.

Department Management and Operations

Various standing and interim committees are formed to ensure the smooth functioning of the Department. Chart 2 shows all the committees currently in place at HUSS. The announcement of various committees is mandatorily done in Departmental Faculty Board meetings and duly minuted. Interim committees are constituted according to current need and urgency. The formation of such committees is also minuted in the DFB.

The Department has benefitted at numerous junctures from the collective efforts made by faculty members in a democratic spirit. Matters relating to the Department are conducted in a transparent way, leaving very little space for discord. All affairs pertaining to the growth and quality of the Department are debated, especially during the DFB meetings. Diverse opinions

expressed at our meetings have often resulted in synergies instead of creating conflict and this has perhaps been one of the greatest strengths of the Department.

Faculty Selection

Finding suitable candidates and recommending them for selection is a crucial activity of the Department. The Department follows mandates and instructions laid out by the Institute for selection and use the short-listing criteria specified by these rules (Appendix 3)

Regular calls for Faculty positions are placed in all major national dailies. Applications are received online and are carefully scrutinized (Stage I). If a candidate fulfils the criteria, he or she is invited to make a presentation, which constitutes the Stage II of the selection process. All faculty members attend these presentations and the Professorial Committee considers this feedback as well as reference letters while recommending a candidate for appearing before the selection committee. For internal candidates the seminar is to be scheduled one day before the date of interview and experts are invited to give their own assessment. In absentia interviews may also be held in which case a candidate should have earlier visited the department personally.

Rolling applications are received throughout out the year for Assistant Professor Positions. Candidates who submit rolling applications are short-listed in the same way as those candidates who respond to call for applications. In 2013, IITD conducted a Special Drive for recruiting faculty from SC, ST and OBC categories. Faculty who have joined the Department have largely applied in response to open advertisements for faculty positions, either periodic or rolling. Further, deserving candidates who are recommended by faculty members are called for informal meetings to present a seminar in order to assess their fit with a certain disciplinary unit. During the period under review, 21 faculty members joined the Department.

Many faculty members who are selected also have offers from other IITs and choose IITD over the other IITs, IIMs, Delhi School of Economics and ISI. During the review period, only on one occasion in 2008 was a faculty member offered a position in JNU and subsequently chose to leave IIT Delhi. In 2013, another faculty member of the department moved to Department of Management, IIT Delhi.

Faculty Profile

The Department of Humanities and Social Sciences at IIT Delhi has expanded considerably in recent years, hiring a large number of faculty members at the entry level. This makes the Department a vibrant one, with an overwhelming majority of its members at the Assistant Professor level. As of January 2014, the Department has 8 Professors, 5 Associate Professors and 19 Assistant Professors spread across 7 disciplinary units. (Table 7.1)

The faculty body of the HUSS Department is diverse both in terms of disciplinary specialization (Table 7.2) as well as in terms of their institutional affiliations prior to joining IIT Delhi (Table 7.3). With 14 male and 18 female faculty members, it is also perhaps one of the most gender-balanced departments in IIT Delhi (Table 7.4). Many faculty members have come from outside Delhi and some have returned from overseas appointments to join IIT. As

a reflection perhaps of its location in the national capital, the faculty in the Department hail from diverse regional backgrounds (Table 7.5). They have trained variously in India and abroad in major universities and research institutions.

Faculty Time Utilization

Faculty members are expected to teach all courses as are required each semester. An equal proportion of hours are spent on PhD guidance (Chart 4). Most faculty members have projects running either in IITD or elsewhere and sometimes take special casual leave in order to conduct their field work or on matters relating to their projects and research. A large number of UG students undertake minor projects with faculty members which entails an additional number of hours for the faculty depending on the work and number of students taken on. Department level meetings are conducted by the variety of statutory committees and interim committees on a regular basis that faculty members are expected to attend.

Supporting Staff

The 5 five supporting staff of the Department assist a rather disproportionately large number of 32 faculty members (Table 7.6). The office Secretary who has been with the Department for a considerable time keeps meticulous records. The Storekeeper for the Department, in spite of being part time, copes with extra loads of work with a cheerful demeanour.

Students

The Department has a vibrant PhD Programme which attracts students from all over the country. Selection of PhD students takes place twice a year, once in the month of May and again in the month of December. PhD students are shortlisted for an interview if they have a First Class in their Master's degree and have qualified for the UGC-NET or have a good GATE score if they come from a science and engineering background. It is not mandatory for part-time scholars to have either qualified for the UGC-NET or GATE but they must have at least two years of employment experience and need to produce a 'no objection certificate' from their employer. Shortlisted candidates are called for an interview. We require all applicants to present a research proposal at the time of the interview and our aim is to encourage only those scholars who appear genuinely committed to an intellectual project.

Candidates admitted after an M.Phil degree in hand are required to do two courses as mandated by IITD and candidates admitted after their Masters must complete four courses before they take the comprehensive examination. There is a dedicated Research Scholars' room where they can sit and do their work in addition to space in the departmental library. Students attend our weekly seminar series and their presence in the Department adds to its academic vigour.

In order to address issues related to student welfare within the Department, the Department Level Committee of HUSS Students (DLC) was established as an interface between faculty and students in October 2010. The DLC team has been engaged with various activities of the Department such as Registration, conducting the 'Open House', managing the Srishti group

(an interactive e-group for the HUSS students), assisting in the submission of progress reports and renovating the Research Scholars room and the Departmental library.

Space Utilization

The department currently occupies 8337 sq.ft. (Table 7.7). The growth of the Department has naturally meant that the space used by the department has also grown. We also have expanded our requirements so we need more space for our graduate students. The existing space allotted to the PhD students is simply not enough. We also need more faculty offices to accommodate our growing numbers (Table 7.8). We have been given space in other blocks and buildings as our needs have outgrown the available space of our department, but it would be best if all our faculty and labs were within the same building/floor as this encourages a feeling of community and conversations which are beneficial to the department.

IITD allocates 650 sq.ft. per faculty. On this basis, the department is eligible for 20800 sq.ft. We are currently occupying just half of this space. With projected faculty strength possibly increasing to at least 8 in each stream, the space required will be 36400 sq.ft.

Budget Allocation/Finance

Budget is allocated to the department under five heads (Table 7.9). NPN05 takes care of the day to day running of the department, the salaries of guest faculty etc. The department regularly appoints guest faculty to teach mainly the language and communication skill courses and occasionally to substitute for a faculty member who is on leave. The induction of a large number of new faculty members has increased the demand for office equipment and furniture. All new faculty members are eligible for an IRD new faculty grant of Rs. 1 lakh and an equipment grant of 10 lakh.

Research in many HUSS disciplines does not need heavy equipment. However, according to the institute allocation rules a large part of the funds are meant exclusively for the purchase of equipment. Our faculty needs more financial resources for the purchase of books, data bases, fieldwork and data collections. The DFB has made a plea to reallocate funds so as to suit our research requirements. Recently, HUSS has been allowed to spend more than 10% of the teaching equipment funds for the purchase of computers. A major share of the equipment funds allotted during the current financial year will be used for the reconstruction of the Behavioural and Cognitive Science Lab. We have also received an additional grant of Rs 10 lakh for the department library.

8

Benchmarking

Benchmarking

We have attempted to compare the Department of Humanities and Social Sciences of IIT Delhi with that of the three other IITs– IIT Bombay, IIT Kanpur, and IIT Madras. Ideally, one would like to access and present information on various parameters for benchmarking such output and performance. However, owing to difficulties in obtaining such data and time constraints, we have merely compared the four institutes in respect of whatever data was readily available. Specifically, we have compiled the information on the following from the respective websites: number of courses and the total credits in B Tech programmes and the corresponding courses and credits to be completed from the HUSS Department, number of faculty members, number of staff members, number of students, number of courses offered by the faculty, different programmes offered by the department, and infrastructure.

Information on the credit and course requirements in B Tech programmes is summarized in the table below. IIT Delhi and Kanpur have the highest share of credits accruing from the HUSS Department, followed by IIT Madras and IIT Bombay. If we examine the total number of courses and the HUSS courses, IIT Delhi leads the tally with around 10 per cent of total coursework load shared by the HUSS department. IIT Kanpur is close behind IIT Delhi.

Credit and Course Requirements in B Tech Programmes*

Description	IIT Bombay	IIT Kanpur	IIT Madras	IIT Delhi
Total credits†	325	180	180	180
HUSS credits	18	15	12	15
<i>Share of HUSS credits</i>	<i>5.54</i>	<i>8.33</i>	<i>6.67</i>	<i>8.33</i>
Total number of courses††‡	48	43	54	51
HUSS courses	3	4	3	5
<i>Share of HUSS courses^</i>	<i>6.25</i>	<i>9.30</i>	<i>5.56</i>	<i>9.80</i>

Notes: (i) * The information pertains to B Tech programmes and not the B Tech (dual degree) programmes; (ii) † ‘Total credits’ is not comparable across the four IITs because of differences in the methodology adopted for computing them; (iii) †† The number of ‘Total courses’ that a student is required to complete may differ across various engineering streams, and this information is not available on the respective website for all engineering streams. The figures on total and HUSS courses presented here correspond to one of the engineering departments–for which this information was readily available on the website; (iv) ‡ The data on the number of ‘Total courses’ excludes the courses like NSS/NSO/NSC, Life Skills, Industrial Training, Industrial Lecture, and PE (Physical Exercises); and (v) ^ Note that some courses are optional courses (e.g., Institute Electives, Open Electives, etc.). A student can choose HUSS courses as optional. Hence, values shown above under ‘Share of HUSS courses’ are the minimum that the ratio can attain.

Regarding the coursework for PhD students, most HUSS departments require the students to complete at least four courses. The table below shows some of the indicators that have been computed on the basis of the above information. The table indicates that IIT Bombay leads among the four institutes in students per faculty with 3.5 students per faculty, followed by IIT Madras and IIT Delhi. Thus, on average, IIT Bombay has 1 student per faculty higher than that at IIT Madras and IIT Delhi. IIT Kanpur is ranked last. However, if we consider only the PhD students, the gap among the top rankers narrows down. On average, each member of IIT Bombay HUSS faculty caters to 3 PhD students and the same for IIT Delhi is about 2.5. The ratio for IIT Madras falls by more than a half and the institute lies at the bottom among the four.

Select Indicators on Faculty, Staff, and Students

Parameter	Bombay	Kanpur	Madras	Delhi
Students per faculty†	3.48	2.24	2.44	2.43
PhD students per faculty	2.97	1.76	1.12	2.43
Courses per faculty††	1.83	1.61	2.35	1.52
<i>Different courses per faculty</i>	<i>1.30</i>	<i>1.61</i>	<i>2.21</i>	<i>1.52</i>
Staff per faculty	0.21	0.21	0.15	0.20

Notes: (i) † includes the students enrolled in the PhD and PG programmes offered by the department. IIT Delhi only have the former; and (ii) †† includes the cases where same course has been offered by more than one faculty member. The subsequent row (in italics) shows the average number of different courses offered per faculty. The courses Note that the courses include both the under- and the post-graduate courses.

The average number of courses offered per faculty per semester is highest in IIT Madras at 2.35 followed by the IITs at Bombay, Kanpur, and Delhi respectively. Thus, if total courses are considered IIT Delhi ranks last with 1.5 courses per faculty. One reason for this could be that many a times the same course may be floated more than once in the same semester. If we account for such instances and count only the different courses floated in any semester, the picture is slightly different and the ratio for IIT Madras and IIT Bombay falls. While IIT Madras still leads the tally, IIT Delhi is no longer at the bottom.

The staff availability per faculty is about 0.2 at IIT Kanpur, IIT Bombay, and IIT Delhi and is 0.15 at IIT Madras. In absolute numbers, IIT Kanpur and Bombay have 7 staff members and Madras and Delhi, 5. It may, however, be noted that a critical minimum number of staff is essential for functioning of any department.

We next consider infrastructure. The table below lists the research infrastructure available in the HUSS departments of the four IITs.

IIT Kanpur seems to be most advanced in research infrastructure; and the institute has an Art & Design Studio and an Economics Lab which none other IIT has though the latter might be

a consequence of the PG programme in economics that the institute offer. Language and Psychology labs (Behavioural and Cognitive Sciences Lab) and a department library are available in all the four institutes. Two IITs—Bombay and Madras—also have a dedicated computer lab.

Research Infrastructure

Infrastructure	Bombay	Kanpur	Madras	Delhi
Laboratories				
<i>Computer Lab</i>	-	Y	Y	-
<i>Economics Lab</i>	-	Y	-	-
<i>Language Lab</i>	Y*	Y	Y	Y
<i>Psychology Lab</i>	Y	Y	Y	Y
Library	Y	Y	Y	Y
Art & Design Studio	-	Y	-	-

Notes: (i) ‘Y’ indicates that the facility is available; and (ii) * indicates that IIT Bombay has two separate language labs.

Apart from IIT Delhi, the three other IITs have a PG programme—in addition to the PhD programme—in one or more HUSS discipline. IIT Kanpur has a four-year integrated programme in economics, IIT Bombay is offering an MPhil programme in Planning and Development, and IIT Madras offers a five-year MA programme in two streams in Humanities and Social Sciences.

Since no single IIT performs best in all the parameters examined above, we believe that benchmarking should be specific to the parameters rather than being with respect to an institute. Accordingly, we have identified the best IIT to act as a benchmark with respect to the each parameter as follows: in number of PhD students, IIT Bombay’s HUSS department tops; with regard to the number of courses per faculty is IIT Madras which is above others, and as far as research infrastructure is concerned, IIT Kanpur is better off among the four IITs considered.

9

Feedback Systems & Results

Feedback Systems and Results

On average, our department offers 25 UG courses each semester. There is an active online feedback system in place for each UG course. Students generally give their feedback on each course based on a number of parameters as specified in the sample feedback form attached. Feedback is taken twice in a semester: a mid-semester feedback and a final feedback at the completion of each course. Only the concerned instructor/course co-ordinator and the Head of the Department have access to feedbacks for a given course. However, instructors/course co-ordinators have the option to make their feedbacks accessible to all members of IIT Delhi faculty. So far only about 10 out of 350 members of IIT Delhi faculty exercised the option to make their feedbacks public. A sample feedback form is given in appendix 4.

For the purpose of this review, the institute has made available course feedback data for the final two years of the review period, viz. 2011-2013. The average score – adjusted for class size – of the HUSS faculty is higher than the institute average in both UG and PG courses (Chart 5). Our UG feedback is the highest among all departments in IITD (Chart 6). The PG feedback shows that we are among the top six departments. The Chart 7 shows the average class size at the UG and the PG levels. The qualitative feedback also demonstrates that HUSS faculty members have been rated as very good instructors. The time we have invested in our UG and PG courses has also resulted in dividends in terms of wider institute-level recognition as during the review period, three of our colleagues have won the institute's distinguished teaching awards.

1

Curriculum

**Table 1.1:
Enrolment in HUSS Courses**

SEMESTER	UG Students	UG COURSE TEACHERS	UG Student-Teacher Ratio	PG Students	PG COURSE TEACHERS	PG Student-Teacher Ratio	TOTAL STUDENTS
Ist Sem (2008-09)	1501	19	79	237	8	29.625	1738
Iind Sem (2008-09)	1181	20	59.05	349	8	43.625	1530
Ist Sem (2009-10)	1479	25	59.16	299	8	37.375	1778
Iind Sem (2009-10)	1623	22	73.77	239	8	29.875	1862
Ist Sem (2010-11)	1814	22	82.45	203	8	25.375	2017
Iind Sem (2010-11)	1865	23	81.09	280	9	31.11	2145
Ist Sem (2011-12)	2469	25	98.6	239	13	18.39	2708
Iind Sem (2011-12)	2392	23	104	311	10	31.1	2703
Ist Sem (2012-13)	2516	23	109.39	268	10	26.8	2784
Iind Sem (2012-13)	2757	25	110.28	443	10	44.3	3200
Ist Sem (2013-14)	2734	28	85	334	11	30.36	
Iind Sem (2013-14)	2568	26	99	280	5	56	

Table 1.2
New UG Courses Introduced/Proposed (2008-13)

Sl.	Course No.	Course Title	Discipline
1	HUL342	Phonology of Indian Languages	Linguistics
2	HUL374	Nations and Nationalism	Sociology
3	HUL217	History of Economic Thought	Economics
4	HUL319	Comparative Development Paths: Asia and the world	Economics
5	HUL242	Fundamentals of Language Sciences	Linguistics
6	HUL341	Meaning in Natural Language	Linguistics
7	HUL243	Language and Communication	Linguistics
8	HUL381	Mind, Machines and Language	Linguistics/Philosophy
9	HUL350	Selected Topics in Linguistics	Linguistics
10	HUL252	Social and Political Philosophy	Philosophy
11	HUL351	Philosophy of History	Philosophy
12	HUL355	Philosophy and Intellectual History in India	Philosophy
13	HUL356	Buddhism across Time and Place	Philosophy
14	HUL359	Metaphysics of the Self	Philosophy
15	HUL382	Romanticism in Philosophy, Politics and Aesthetics	Philosophy
16	HUL353	Philosophical Themes in Biological Sciences	Philosophy
17	HUL360	Selected Topics in Philosophy	Philosophy
18	HUL361	Applied Positive Psychology	Psychology
19	HUL363	Community Psychology	Psychology
20	HUL364	Understanding the Social Being	Psychology

21	HUL370	Community Psychology	Psychology
22	HUL310	Selected Topics in Policy Studies	Policy Studies
23	HUL307	Fantasy Literature	Literature
24	HUL333	Theatre of the Absurd	Literature
25	HUL325	Rise of the Novel	Literature
26	HUL335	Indian Theatre	Literature
27	HUL338	Functions of Satire	Literature
28	HUL336	Workshop in Creative Writing	Literature
29	HUL335	From Text to Film	Literature
30	HUL340	Selected Topics in Literature	Literature
31	HUL374	Nations and Nationalism	Sociology
32	HUL275	Environment, Development and Society	Sociology
33	HUL376	Political Ecology of Water	Sociology
34	HUL375	Sociology of Religion	Sociology
35	HUL377	Gender, Technology and Society	Sociology
36	HUL372	Agrarian India: Past and Present	Sociology/Policy Studies
37	HUL380	Selected Topics in Sociology	Sociology
38	HUL217	History of Economic Thought	Economics
39	HUL318	Public Finance and Public Economics	Economics
40	HUL319	Comparative Development Paths: Asia and the world	Economics
41	HUL311	Applied Game Theory	Economics
42	HUL312	Distribution and Growth	Economics

Table 1.3
New Pre-PhD/PG Courses Introduced/Proposed (2008-13)

Sl.	Name of Faculty	Course No.	Course Title	Discipline
PG Courses				
1	Pritha Chandra	HUL813	Minimalist Architecture of Grammar	Linguistics
2	Pritha Chandra	HUL811	Transformational Theories of Language	Linguistics
3	Paroma Sanyal	HUL895	Constraint Based Grammars	Linguistics
4	Arjun Ghosh	HUL821	Performance Theory and Practice	Literature
5	Stuti Khanna	HUL893	Literature and the City	Literature
6	Richa Kumar	HUL703	Agrarian Societies and Rural Development	Sociology/Policy Studies
7	Ambuj D. Sagar	HUL714	Inclusive Innovation: Theory and Practice	Policy Studies
8	Sourabh B. Paul	HUL756	Time series econometrics and forecasting	Economics
9	Reetika Khera	HUL735	Research Methods in Economics	Economics
10	Reetika Khera/Richa Kumar	HUL731	Perspectives on Development in India	Economics/Sociology
11	Debasis Mondal	HUL737	Advanced growth theory	Economics
12	Sourabh B. Paul	HUL755	Advanced Econometrics	Economics
13	Vibha Arora	HUL891	Globalization and Transnationalism	Sociology
14	Vibha Arora	HUL766	Visual Methods in Social Research	Sociology
15	Farhana Ibrahim	HUL702	Media, Culture, Society	Sociology

Table 1.4
Core Courses

SEMESTER	HUN/NLN 100	HUL810
1 st Sem, (2009-10)	311	158
IInd Sem, (2009-10)	400	122
1 st Sem, (2010-11)	444	152
IIInd Sem, (2010-11)	420	142
1 st Sem, (2011-12)	875	158
IIInd Sem, (2011-12)	881	121
1 st Sem, (2012-13)	885	175
IIInd Sem, (2012-13)	886	169
Ist Sem, (2013-14)	886	189
IInd Sem, (2013-14)	886	158

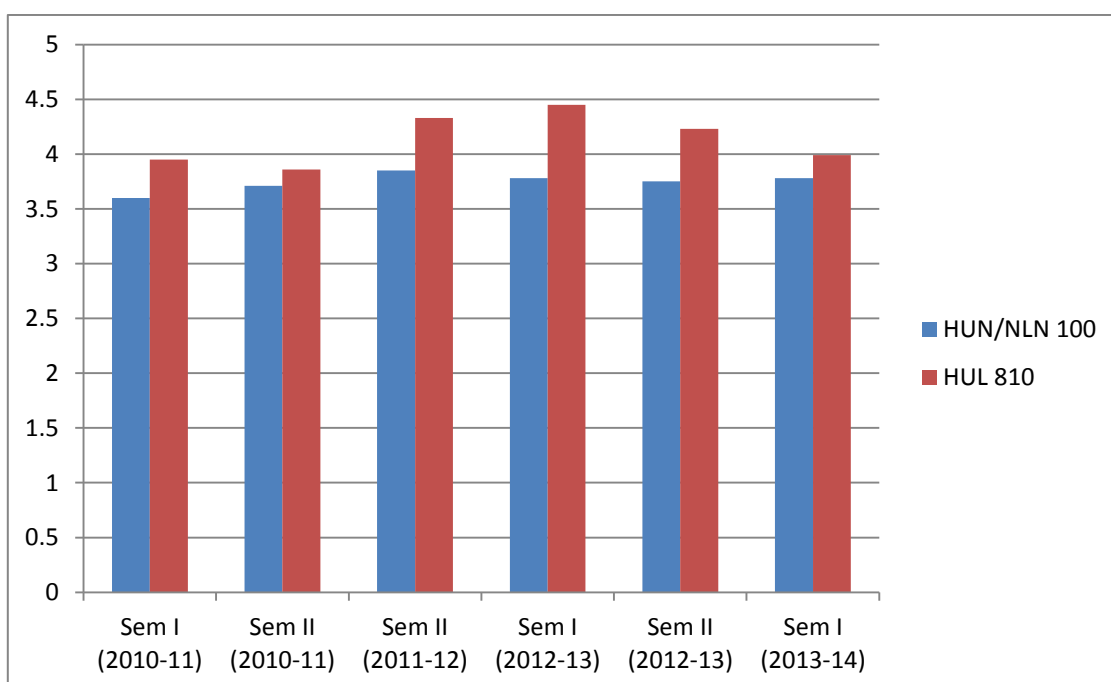
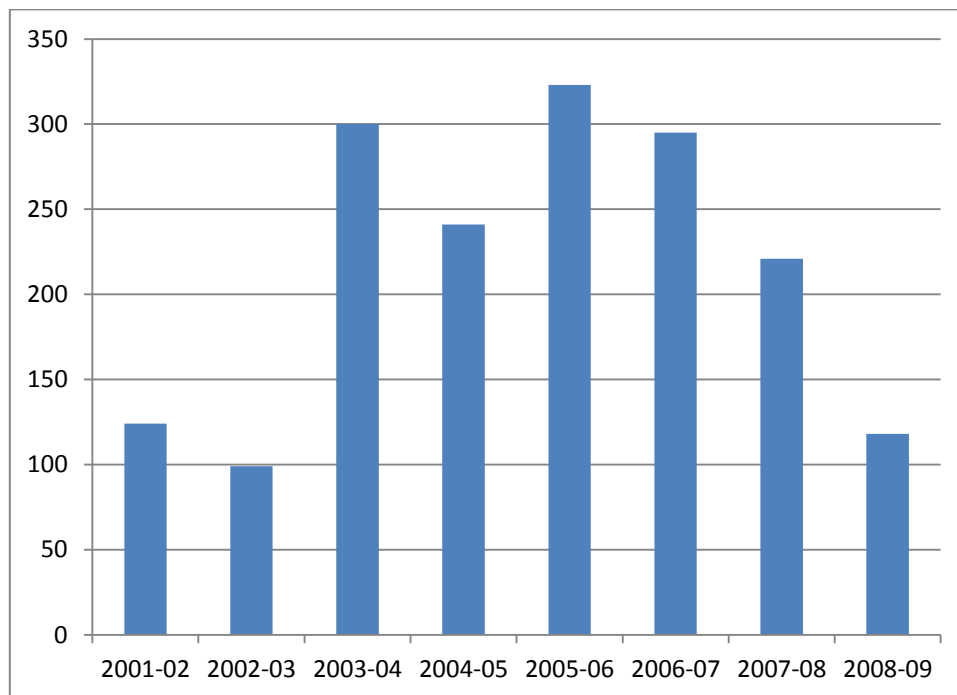


Table 1.5
Students with More than 16 credits in HUSS
(Based on entry year)
(Obtained from UG section)

	>16 credits	Total Class Strength
2001-02	124	500
2002-03	99	500
2003-04	300	500
2004-05	241	500
2005-06	323	500
2006-07	295	500
2007-08	221	500
2008-09	118*	610

*does not include data for 150 dual degree i.e. 5 year program students (since they had not graduated)



**Table 1.6
Minor Project Enrolment**

SEMESTER	HUP/HUC 722
1 st Sem, (2009-10)	51
IInd Sem, (2009-10)	43
1 st Sem, (2010-11)	24
IInd Sem, (2010-11)	43
1 st Sem, (2011-12)	37
IInd Sem, (2011-12)	53
1 st Sem, (2012-13)	38
IInd Sem, (2012-13)	56
Ist Sem, (2013-14)	54
IInd Sem, (2013-14)	118

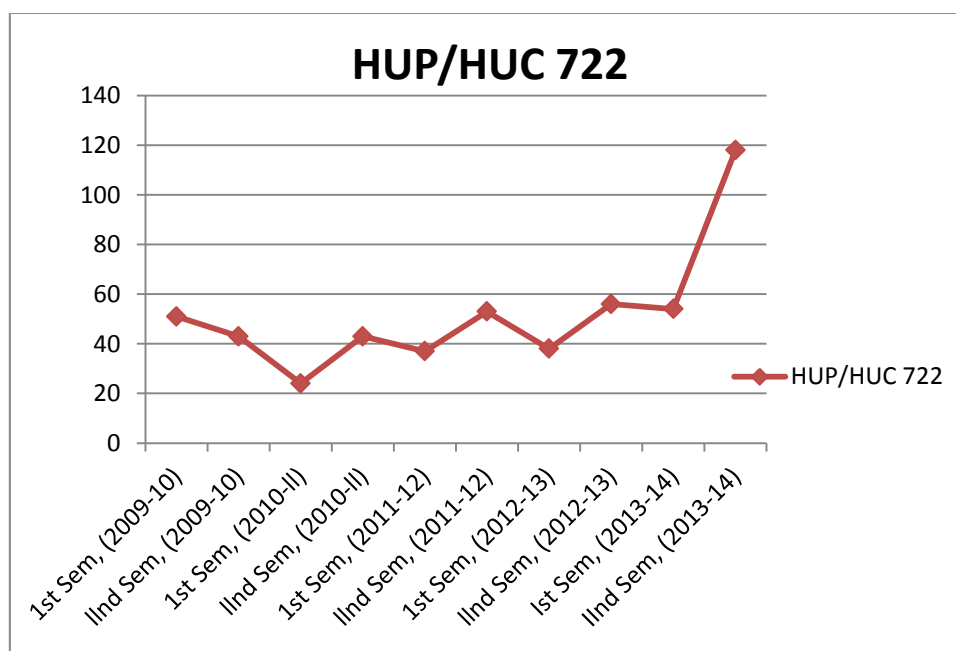


Table 1.7
Best Minor Projects (2008-2013)

Minor Project Title	Name of Faculty Member	Name of Student	Discipline
Poverty and Life in a Munirka Slum	Sarbeswar Sahoo	Priya Pangti	Sociology
Sustainable Solutions for Water Crisis	Amrit Srinivasan	Rishi Dua	Sociology
Correlation between Personality and Well-being	Kamlesh Singh	Pulkit Khanna	Psychology
Religiosity and Life Satisfaction: The Role of Happiness	Purnima Singh	Saurabh Maheshwari	Psychology
Social Security Pensions in Maharashtra	Reetika Khera	Sandesh Lokhande	Economics
Effect of the Right to Information laws on Perceived Governance Outcomes: Evidence from a Natural Experiment	Ankush Agrawal	Sitakanta Panda	Economics
Forecasting Macroeconomic Variables	Sourabh Paul	Isha and Rajan Singh	Economics
Contemporary High Fantasy – A Study of George R R Martin’s <i>A Song of Ice and Fire</i>	Angelie Multani	Jageet Singh Dhaliwal	Literature
Intellectual Property Rights: Impact of Patents on Research and Innovation in Physics	Arjun Ghosh	Gourav Khullar	Literature
Madness and Writing	Stuti Khanna	Abhilasha Kumar	Literature
Capital Punishment: Conviction to Execution	Divya Dwivedi	Palak Bhatia	Literature
Noun Phrases and Determiner Phrases in Assamese	Pritha Chandra	Gurmeet Kaur	Linguistics
Causation and the Doing/Allowing Distinction	Arudra Burra	Anshul Jain and Digvijay Trighatia	Philosophy
Philosophy of Architecture: Case Study of IIT Building	Sanil V.	Sreekumar S.	Philosophy

2.

Teaching Environment

Table 2.1
Year-Wise Faculty Strength (2008-13)

Year	Full-Time Faculty	Visiting Faculty	Total
2008	18	2	20
2009	19	1	20
2010	23	5	28
2011	24	2	26
2012	27	3	30
2013	32	3	35

Retired/Left the Deptt.: Sujoy: 2008; Shantanu Ghosh: 2010; Amulya Khurana: 2010; Syamala Kalluri: 2011; Anuradha Sharma 2011; Vignesh: 2012

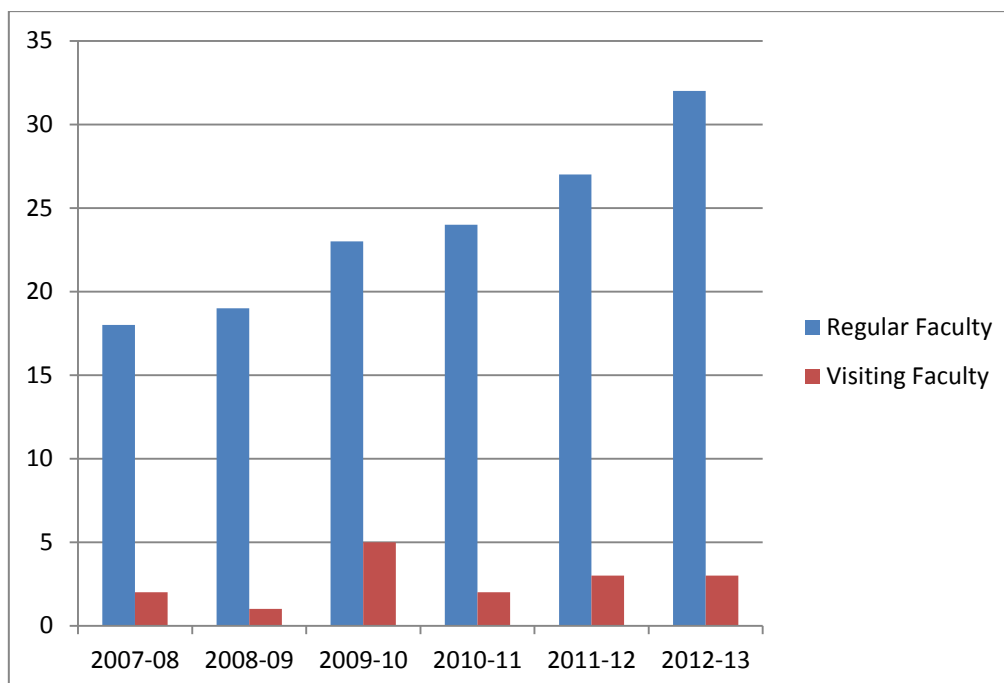


Table 2.2
Student-T.A. (or student-hours/T.A.) Ratio

SEMESTER	TAs	UG Student-TA Ratio
Ist Sem(2008-09)	25	60.04
Iind Sem(2008-09)	25	47.24
Ist Sem(2009-10)	24	61.63
Iind Sem(2009-10)	27	60.11
Ist Sem(2010-11)	26	69.77
Iind Sem(2010-11)	28	66.61
Ist Sem(2011-12)	21	117.57
Iind Sem(2011-12)	17	140.71
Ist Sem(2012-13)	19	132.42
Iind Sem(2012-13)	20	137.85
Ist Sem(2013-14)	20	92.4
Iind Sem(2013-14)	26	64.69

3.

Research

Table 3.1
Faculty Publications – Papers (2008-13)

Year	No papers	No of faculty	Papers per faculty
2008	41	18	2.28
2009	60	19	3.16
2010	61	23	2.65
2011	60	24	2.50
2012	48	27	1.78
2013	61	32	1.91

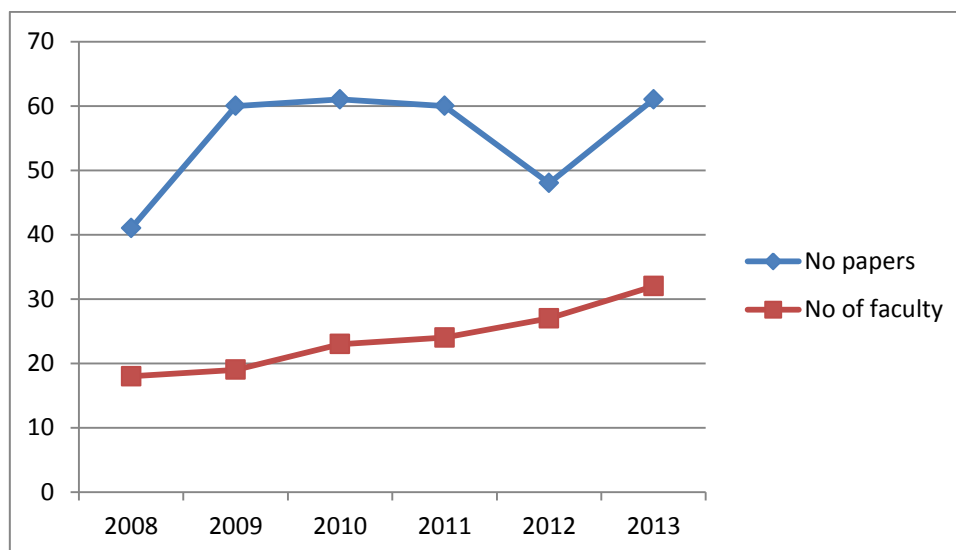


Table 3.2
Best Three Publications of Faculty Members (2008-2013)

Ambuj D. Sagar	1	Chaudhary, A.D. Sagar, and A. Mathur, “Innovating for energy efficiency: A Perspective from India,” <i>Innovation and Development</i> 2(1): 45-66 (2012).
	2	C. Venkataraman, A.D. Sagar, G. Habib, N. Lam, K.R. Smith, “The Indian National Initiative for Advanced Biomass Cookstoves: The benefits of clean combustion,” <i>Energy for Sustainable Development</i> , 14(2): 63-72 (2010).
	3	A.D. Sagar, C. Bremner, and M. Grubb, “Climate Innovation Centers: A Partnership Approach to Meet Energy and Climate Challenges,” <i>Natural Resources Forum</i> , 33(4): 274-284 (2009).
Amrit Srinivasan	4	“New media, Terror and the representational politics of Youth Violence”, <i>South Asian Popular Culture</i> , vol 11, May 3, 2013 (pp.193-201)
	5	“Khadi in Design thinking”. In Carlo Vezzoli, Cindy Kohtala, Amrit Srinivasan et al (ed) <i>Product Service System Design for Sustainability</i> . Greenleaf Publishers: Sheffield UK 2014
	6	Reform & Revival: The Devadasi & Her Dance.” In Nandi Bhatia (ed) <i>Modern Indian Theatre: A Reader</i> . OUP: Delhi 2009.
Angelie Multani	7	Making the Modern Self: Self-Fashioning and Identity Formation in Indian Writing in English. <i>Comparativism, Identity, Communication</i> . Eds. Emilia Parpala and Rimona Afana. Universtaria Craiova. 2013
	8	‘Forgiveness is the only Final Solution in ebook: <i>Forgiveness: probing the Boundaries</i> , edited by Geoffrey Karabin and Karolina Wigura, Inter-Disciplinary Press, Oxford. 2010. ISBN 978-1-84888-018-4
	9	‘Interrogating the post-colonial – a reading of plays by GirishKarnad, Vijay Tendulkar and Mahesh Dattani. In <i>Modern Indian drama: Issues and Interventions</i> . Ed. Lakshmi Subramanyam. Srishti. Delhi. 2008.
Ankush Agrawal	10	Agrawal, Ankush and Vikas Kumar (2013), “Nagaland’s Demographic Somersault”, <i>Economic and Political Weekly</i> , XLVIII: 39, pp. 69-74
	11	Agrawal, Ankush (2012), “Half-year Survey on Morbidity and Health Care: Estimates and Implications”, <i>Sarvekshana – Journal of National Sample Survey Organization</i> , 96, pp. 1-7
	12	Suryanarayana M H and Ankush Agrawal (2012), “Promoting Human Development in India: Scope for Distributive Options” in S. Mahendra Dev (ed.) <i>India Development Report 2012</i> , Oxford University Press, New Delhi
Arjun Ghosh	13	“Censorship through Copyright: From print to digital media” in <i>Social Scientist</i> vol. 41. Nos. 1-2 January-February 2013
	14	“Performing Change/ Changing Performance: An Exploration of the Life of a Street Play by the Jana Natya Manch” in <i>Asian Theatre Journal</i> vol. 27, no. 1 (2010). [University of Hawaii Press]

	15	Book: Plays for the People: The Story of the Jana Natya Manch from Sage India. (January 2012).
Arudra Burra	16	The Indian Civil Service and the nationalist movement: neutrality, politics and continuity, <i>Journal of Commonwealth & Comparative Politics</i> 48:4 (November 2010, special issue of essays in honour of David Potter)
	17	The cobwebs of imperial rule, <i>Seminar</i> 615 (November 2010), special issue on the Constitution of India after 60 years, 1950-2010)
Bharati Puri	18	<i>BOOK: Bharati Puri, Engaged Buddhism: the Dalai Lama's worldview, Oxford University Press, (2006). (Reprinted in 2009)</i>
	19	"Traveler on the Silk Road: Rites and Routes of Passage in Rahul Sankrityayan's Himalayan Wanderlust," <i>China Report</i> (Sage: Social Science Citation Index), Vol. 47, No. 1, Jan-Mar 2011, pp. 37-58
	20	"Discourse and Method of the 'Earlier' Dalai Lama and the 'Later' Dalai Lama", <i>China Report</i> , vol.44, no. 2, 2008, pp. 175- 184
Bijoy Boruah	21	"The Virtue of being a Self", in Shail Mayaram (ed.), <i>Philosophy as Samvad and Swaraj: Dialogical Meditations on Daya Krishna and Ramchandra Gandhi</i> (Sage Publications, 2014)
	22	"Literary Fiction and the Art of Verisimilitude", in Shormishtha Panja (ed), <i>Shakespeare and the Art of Verisimilitude</i> (Orient Blackswan, 2013)
	23	"Forum: the Character of Mind", <i>Biolinguistics</i> , Volume 5. No. 1, 2011 (co-authored with Wolfram Hinzen and Nirmalangshu Mukhopadhyay).
C. A. Tomy	24	C. A. Tomy, 'Perceptual Content: Phenomenal and Intentional' in Daniele Moyal-sharrok, Volker A. Munz and Annaliza Coliva (Eds), <i>Mind, Language and Action: Papers of the 36th International Wittgenstein Symposium</i> (Wissenschaft-Forschung Niederosterreich, Kirchberg am Wechsel, 2013) 69-7
	25	C. A. Tomy, 'The Nature of Linguistic Representations' in R. C. Pradhan (ed.) <i>Linguistic Representations: The Road Ahead</i> (D. K. Printworld, New Delhi, 2012): 414-437
	26	C. A. Tomy, 'Naiyayika Externalism and Gettier-like Counter Examples' in Prajit K. Basu and S. G. Kulkarni (ed.) <i>Epistemology, Science and Cognition</i> (D. K. Printworld, New Delhi, 2010):52 -77.
Debasis Mondal	27	"Public good provision under monopolistic competition." <i>Journal of Public Economic Theory</i> , 15(3), 378-396, 2013
	28	"Does stronger protection of intellectual property stimulate innovation?" (with Kausik Gangopadhyay) <i>Economics Letters</i> , 116(1), 80-82, 2012.
	29	"Innovation, imitation and multinationalisation in a North-South model: A theoretical note." (With M. R. Gupta), <i>Journal of Economics</i> , 94(1), 31-62, 2008.

Divya Dwivedi	30	Dwivedi, Divya and Henrik Skov Nielsen. "The Paradox of Testimony and First-Person Plural Narration in Jensen's We, the Drowned." CLCWeb: <i>Comparative Literature and Culture</i> 15.7 (2013): (Purdue University)
	31	Dwivedi, Divya, "Of Lines and Letters", Word, Image, Text: Studies in Literary and Visual Culture. Ed. Shormishtha Panja, Shirshendu Chakrabarti and Christel Dewadawson (New Delhi: Orient Blackswan, 2009)
	32	Dwivedi, Divya, "O. V. Vijayan: The Echo of the Cupola (Literature-New Literatures)". Southern Postcolonialisms: The Global South and the 'New' Literary Representations. Ed. Sumanyu Satpathy (London and New Delhi: Routledge, 2008)
Farhana Ibrahim	33	Ibrahim, F. 2009 <i>Settlers, Saints and Sovereigns: An Ethnography of State Formation in Western India</i> New Delhi and London: Routledge
	34	Ibrahim, F. 2014. Intimate Gifts and 'Bad' Deaths: Reflections on Organ Transplants, State and Society in Gujarat, <i>Contributions to Indian Sociology</i> , Vol. 48(2): forthcoming.
	35	Ibrahim, F. 2012 The Region and its Margins: Re-appropriations of the Border from <i>MahaGujarat</i> to <i>Swarnim Gujarat</i> in <i>Economic and Political Weekly</i> Vol. XLVII (32): 66-72.
Jayan Jose Thomas	36	Jayan Jose Thomas, "Explaining the 'Jobless' Growth in Indian Manufacturing", <i>Journal of the Asia Pacific Economy</i> , Vol.18, No.4, pp.673-692, 2013.
	37	Jayan Jose Thomas and Govindan Parayil, "Bridging the Social and Digital Divides in Andhra Pradesh and Kerala: A Capabilities Approach, <i>Development and Change</i> , May 2008, Vol.39, No.3, pp.409-35
	38	Jayan Jose Thomas, "India's Labour Market during the 2000s: Surveying the Changes", <i>Economic and Political Weekly</i> , 22 December 2012, Vol. 47, No.51, pp.39-51.
Kamlesh Singh	39	Singh, K., Khari, C., Amonkar, R.S., Arya, N K. & Kasav, S (2013) Development and Validation of a New Scale: Sat-Chit-Ananda Scale. <i>International Journal on Vedic Foundations of Management</i> , pp. 54-74
	40	Holder, Mark D., Coleman, Ben, & Singh Kamlesh (2012). Temperament and Happiness in Children in India. <i>Journal of Happiness Studies</i> , 12(5), 207-217
	41	Singh Kamlesh, Jain Anjali & Singh Dalbir (2013) Satsang: A culture specific effective practice for well-being. In <i>Positive Nations and Communities – Collective, Qualitative and Cultural-Sensitive Processes in Positive Psychology</i> (Edited by Helena Agueda Marujo & Luis Miguel Neto), pp 79-100, Springer Pub., Netherlands

Naveen Thayyil Kamaluddin	42	Judicial Fiats and Contemporary Enclosures, <i>Conservation and Society</i> 7 2009
	43	Feminist Jurisprudence and Navel Gazings: Some reflections, <i>University College London Journal of Jurisprudence</i> , 2008
	44	Deliberative turning from a Law- Science Cul-de-sac: Speculations regarding community transgenic regulation, (2008) <i>8 Yearbook of European Environmental Law</i> .
Paroma Sanyal	45	Sanyal, Paroma. (2012) Phonology to Morpho-phonology: Reanalysing Bangla Verbs. <i>EFL Journal</i> . Volume 3. Pp. 66-84
	46	Sanyal, Paroma (2012) Prosodic well-formedness in Bangla disyllables. <i>Proceedings of ASIAN GLOW VIII</i> , Beijing Language and Culture University
	47	Sanyal, Paroma (2010) Predictions on the locus of variability. <i>Occasional papers in Linguistics</i> , Vol 14. EFL-University
Pritha Chandra	48	Chandra, P. 2011. <i>(Dis)Agree: Agreement Mechanisms Explored</i> . UK: Cambridge Scholars Publishing.
	49	Udaar, U., Kaur, G. and P. Chandra. 2014. 'Revisiting Morphological Ergativity in Hindi-Urdu'. <i>Acta Linguistica</i> , Vol 8:1. <i>Eurasia Academic Publishers</i> , Sofia
	50	Chandra, P. and A. Sahoo. 2013. 'Passives in South Asian Languages'. <i>Acta Linguistica Asiatica</i> . Vol 3:1. 9-28, University of Ljubljana, Faculty of Arts (July).
Purnima Singh	51	Sachdev, S., Singh, P. & Medin, D. (2011). Culture and the Quest for Universal Principles in Moral Reasoning, <i>International Journal of Psychology</i> , 46:3, 161-176
	52	Maheshwari, S. & Singh, P. (2009). Psychological well-being and pilgrimage: Religiosity, happiness and life satisfaction of Ardh-Kumbh Mela Pilgrims (Kalpavasis) at Prayag, India. <i>Asian Journal of Social Psychology</i> , 12, 285-292
	53	Singh, P. (2011). Social groups: Processes, interactions and relations. In G.Misra (Ed.). <i>Handbook of Psychology in India</i> , (pp.226-235), New Delhi: Oxford University Press
Rajakrishnan Rajkumar	54	Michael White and Rajakrishnan Rajkumar. Minimal Dependency Length in Realization Ranking. In Proceedings of the 2012 Joint Conference on Empirical Methods in Natural Language Processing and Computational Natural Language Learning, pages 244–255, Jeju Island, Korea, July 2012. <i>Association for Computational Linguistics</i>
	55	Rajakrishnan Rajkumar and Michael White. Designing Agreement Features for Realization Ranking. In Coling 2010: Posters, pages 1032–1040, Beijing, China, August 2010.
	56	Rajakrishnan Rajkumar, Michael White, Kiwako Ito, and Shari Speer. Evaluating Prosody in Synthetic Speech with Online (Eye-Tracking) and Offline (Rating) Methods. In <i>Proc. 7th Speech Synthesis Workshop</i> , Kyoto, Japan, 2010.

Ravinder Kaur	57	“Signs of Change? Sex Ratio Imbalance and Shifting Social Practices in Northern India” (with Mattias Larsen), <i>Economic and Political Weekly</i> , August 31, 2013 vol xlviII no 35
	58	“Khap panchayats, sex ratio and female agency” <i>Economic and Political Weekly</i> , Volume XLV, No. 23, June 5, 2010 (has entered some gender studies syllabi)
	59	“Dispensable Daughters and Bachelor Sons: Sex Discrimination in North India” in <i>Economic and Political Weekly</i> Vol. 43 No. 30 July 26 – August 01, 2008 (has been reproduced in international volume).
Reetika Khera	60	Revival of the Public Distribution System: Evidence and Explanations, <i>Economic and Political Weekly</i> , Vol 46, No. 44-45, Special Article, November, 2011
	61	India's Public Distribution System: Utilization and Impact, <i>Journal of Development Studies</i> , Vol 47, No. 3, pp. 1-23.
	62	Rural Poverty and the Public Distribution System, <i>Economic and Political Weekly</i> , Special Article, Vol 48, No 45&46, 16 November, 2013. With Jean Drèze.
Richa Kumar	63	“Mandi Traders and the “Dabba”: Online Commodity Markets in India,” <i>Economic and Political Weekly</i> 45(31), 31 July 2010
	64	“Elusive Empowerment: Information Provision and Disintermediation in Soyabean Markets in Malwa, India,” Forthcoming in <i>Development and Change</i> , 2014
Rukmini Bhaya Nair	65	“Thinking out the Story Box: Creative Writing and Narrative Culture in South Asia,” (2011) in <i>TEXT</i> (Special Issue, Volume 10, 2011) pp. 1-22
	66	“States of Reason and Reasons of State: Noam Chomsky’s Metaphors as a Dialogue across Disciplines” (2011) in <i>Language and Dialogue</i> , Volume 2. John Benjamins, Amsterdam. pp. 266-291
	67	“Language, Youth Culture and the Evolution of English” in <i>Language in South Asia</i> ed. B.B Kachru, Y Kachru and S.N Sridhar, Cambridge University Press, Cambridge, 2008. pp. 466-494.
V. Sanil	68	On Rambling Wisdom, in <i>Ramchandra Gandhi: The Man and His Philosophy</i> , ed. A. Raghuramaraju, Routledge, New Delhi, 2013
	69	Self Portrait: With Whose Eyes, <i>Journal of the Indian Council of Philosophical Research</i> , XXVIII:4 (2011) issued in 2013
	70	On Hating One’s Own Children, in <i>Grounding Morality: Freedom, Knowledge and the Plurality of Cultures</i> Edited by Jyotirmaya Sharma, A. Raghuramaraju Routledge, New Delhi 2010. (p 25-42)
Sarbeswar Sahoo	71	‘Political Mobilization, the Poor and Democratization in Neo-liberal India’, <i>Journal of Contemporary Asia</i> , Vol. 40, No. 3, August 2010, pp. 487-508.
	72	‘Doing Development or Creating Dependency? NGOs and Civil Society India,’ <i>South Asia: Journal of South Asian Studies</i> , Vol.36, No.2, July 2013, pp.258-272
	73	‘Civil Society and Democratization: A Counter-Case from India,’ <i>Democratization</i> , January 2013.
Simona Sawhney	74	“Death in Three Scenes of Recitation” in <i>Postcolonial Studies</i> Special Issue (Reading the Revolutionaries) 16:2 (2013), 202-215

	75	“Bhagat Singh: A Politics of Death and Hope” in <i>Punjab Reconsidered: History, Culture and Practice</i> , co-edited Farina Mir and Anshu Malhotra, Oxford University Press, 2012
	76	Book: <i>The Modernity of Sanskrit</i> (University of Minnesota Press and Permanent Black, New Delhi, 2009).
Sourabh Paul	77	Breaking the Caste Barrier: Intergenerational Mobility in India (with Hnatkovska, V. and Lahiri, A.), <i>Journal of Human Resources</i> , Spring 2013; 48(2):435-473
	78	Castes and Labor Mobility (with Hnatkovska, V. and Lahiri, A.), <i>American Economic Journal: Applied Economics</i> , April, 2012; 4(2): 274-307
	79	Trade Reforms and Gender Empowerment in India (with Paul, Sohini), 2010, presented at the <i>Annual Conference of Canadian Economic Association, Quebec, 2010</i> and accepted for the <i>Annual Meeting of American Economic Association, Atlanta, 2010</i>
Stuti Khanna	80	<i>The Contemporary Novel and the City: Re-conceiving National and Narrative Form</i> (Houndmills: Palgrave Macmillan, 2013)
	81	“Language and the Postcolonial City: The Case of Salman Rushdie”, <i>The Journal of Commonwealth Literature</i> , Vol. 46, Issue 3, September 2011 pp. 397 – 414.
	82	“Postcolonial Politics of the Possible: City and Nation in the fiction of Salman Rushdie”, <i>The Journal of Postcolonial Writing</i> , Vol. 45, Issue 4, 2009, pp. 401-413
Upasna Sharma	83	Sharma, Upasna, Anand Patwardhan and Anthony Patt (2013). Education as a determinant of response to cyclone warnings: Evidence from coastal zones in India, <i>Ecology and Society</i> , 18(2): 18.
	84	Sharma, Upasna, Anna Scolobig and Anthony Patt (2012). “The effects of decentralization on production and use of risk assessment: insights from landslide management in India and Italy”, <i>Natural Hazards</i> , 64 (2): 1357-1371.
	85	Sharma, Upasna, Anand Patwardhan and D. Parthasarathy (2009). “Assessing adaptive capacity to tropical cyclones in the East coast of India: A pilot study of public response to cyclone warning information”, <i>Climatic Change</i> , 94 (1-2): 189-209.
V. Upadhyay	86	Sen, Akshya K., Geetam Tiwari and V. Upadhyay, “Estimating Marginal Cost of Transportation in Delhi,” <i>Transport Policy</i> , Vol. 17, 2010, pp.27-37.
	87	Yadav, Swati, V. Upadhyay, and Seema Sharma, “Impact of Fiscal Policy Shocks on the Indian Economy”, <i>Margin: The Journal of Applied Economic Research</i> , Vol. 6, No.4, Nov. 2012, pp. 415-444
	88	Upadhyay, V., “The Class Question in the Growth and Equity Debate”, <i>Economic & Political Weekly</i> , Vol. XLVIII, No.21, May 25, 2013, pp. 14-16.
Varsha Singh	89	Singh V (2013). A potential role of reward and punishment in the facilitation of the emotion-cognition dichotomy in the Iowa Gambling Task. <i>Frontiers in Psychology</i> . 4:944.
	90	Singh. V. (2013). Dual conception of risk in the Iowa Gambling Task: Effects of sleep deprivation and time delay. <i>Frontiers in Decision Neuroscience</i> . 4:628.

	91	Singh, V. & Khan, A. (2012). Decision making in the reward and punishment variants of the Iowa Gambling Task: Evidence of “Foresight” or “Framing”? <i>Frontiers in Decision Neuroscience</i> . 6:107.
Vibha Arora	92	Vibha Arora, 2009, Framing the Image of Sikkim, <i>Visual Studies</i> , April, 24(1): 54-64
	93	Vibha Arora, 2009, ‘They are all set to dam(n) our future’: Contested Development through Hydel Power in Democratic Sikkim, <i>Sociological Bulletin</i> , January-April, 58(1): 94-114.
	94	Vibha Arora, 2013, ‘The Paradox of Democracy in the Northeast and the Eastern Himalayas’ in Vibha Arora and N. Jayaram (ed.) <i>Routeing Democracy in the Himalayas: Experiments and Experiences</i> . Routledge, Delhi.

Table 3.3
Faculty Publication – Books (2008-13)

Sl.	Name	Year	Title	Publisher
1	ARJUN GHOSH	Forthcoming	<i>Freedom from Profit: Eschewing Copyright in Resistance Art</i>	Shimla: Indian Institute of Advanced Study
2	ARJUN GHOSH	2012	<i>A History of the Jana Natya Manch: Plays for the People</i>	New Delhi: Sage India
3	AMRIT SRINIVASAN	2014	<i>Product-Service System Design for Sustainability (Co-edited)</i>	UK: Greenleaf Publishing
4	FARHANA IBRAHIM	2009	<i>Settlers, Saints and Sovereigns: An Ethnography of State Formation in Western India</i>	New Delhi and London: Routledge
5	PRITHA CHANDRA	2011	<i>(Dis)Agree: Agreement Mechanisms Explored.</i>	UK: Cambridge Scholars Publishing
6	PRITHA CHANDRA	Forthcoming	<i>The Lexicon-Syntax Interface: Perspectives from South Asian Languages.</i>	Netherlands: John Benjamins
7	RAVINDER KAUR	2013	<i>Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World (Co-edited)</i>	Hyderabad: Orient Blackswan
8	RAVINDER KAUR	2008	<i>Planning Families, Planning Gender</i>	Bangalore: Books for Change
9	RUKMINI BHAYA NAIR	2009	<i>Poetry in a Time of Terror: Essays in the Postcolonial Preternatural</i>	Oxford University Press, Delhi and New York
10	RUKMINI BHAYA NAIR	2013	<i>Mad Girl's Love Song</i>	Delhi: Harper Collins
11	SARBESWAR SAHOO	2013	<i>Civil Society and Democratization in India: Institutions, Ideologies and Interests</i>	London & New York: Routledge
12	STUTI KHANNA	2013	<i>The Contemporary Novel and the City: Re-conceiving National and Narrative Form</i>	Basingstoke: Palgrave Macmillan
13	VIBHA ARORA	2009	<i>Development of Democratic Routes in the Himalayan 'Borderlands' (Co-edited)</i>	Sociological Bulletin, Jan-April, 58(1).
14	VIBHA ARORA	2013	<i>Routeing Democracy in the Himalayas: Experiments and Experiences (Co-edited)</i>	Routledge, Delhi, London, New York
15	VIBHA ARORA	2009	<i>Fieldwork and Interdisciplinary Research (Co-edited)</i>	Reconstruction, 9(1). ISSN: 1547-4348
16	REETIKA KHERA	2011	<i>Battle for Employment Guarantee (Edited)</i>	Oxford University Press, New Delhi
17	REETIKA KHERA	2011	<i>PROBE Revisited (Co-authored)</i>	Oxford University Press, New Delhi

18	V. UPADHYAY	2011	<i>Recent Development Debates: Economic Crisis and Identity Politics (Co-edited)</i>	Patiala: Punjabi University
19	V. UPADHYAY	2009	<i>From Satanism to Neo-Liberalism: The Development Process in India (Co-edited)</i>	New Delhi: Danish Books
20	V. UPADHYAY	2010	<i>Vaikalpik Artik Bharti, Bharat, 2009-10 (Co-edited)</i>	Daanish Books, New Delhi
21	V. UPADHYAY	2011	<i>Bharat mein Artyhik Vridhi aivam Vikas: Gahrate Antervirodh: 1991-2011 (Co-edited)</i>	Yuva Sambad Prakashan, Delhi
22	V. UPADHYAY	2013	<i>Emerging Issues in the Political Economy of Development (Co-edited)</i>	Nirmal Publishing House, Kurukshetra
23	V. UPADHYAY	2013	<i>Vaikalpik Arthik Varshiki 2013 (Co-edited)</i>	Yuva Sambad Prakashan, Delhi
24	BIJOY BORUAH	2010	<i>Dharma and Ethics: The Indian Ideal of Human Perfection (Co-edited)</i>	New Delhi: Decent Books
25	ANGELI MULTANI	2009	<i>Final Solutions: Texts and Criticism</i>	New Delhi: Pencraft International
26	PURNIMA SINGH	2011	<i>Individual, Group and Cultural Processes in Changing Societies (Co-edited)</i>	New Delhi: McMillan Publishers
27	SIMONA SAWHNEY	2009	<i>The Modernity of Sanskrit</i>	University of Minnesota Press and Permanent Black
28	DIVYA DWIVEDI & SANIL V.	Forthcoming	<i>The Public Sphere from Outside the West (Co-edited)</i>	London: Bloomsbury Academic

Table 3.4
List of Sponsored Research Projects

Sl.	Title	Sponsoring Agency	Value	Start Date/ Duration	Principal Investigator
1	Center-for-global or local-for-global? An Examination of FDI in R & D centers of 11 MNEs in India	T.I.F.A.C Department of Science and Technology	3.4 lacs	2008 1.5Y	P. VIGNESWARA ILAVARASAN
2	ICT's and Urban Micro Enterprises: Identifying and Opportunities for Economic Development	International Development Research Centre, Canada	81.93 lacs	2008 3Y	P. VIGNESWARA ILAVARASAN
3	Language, Emotion and Culture	Department of Science and Technology	89.25 lacs	2010 3Y	RUKMINI BHAYA NAIR PURNIMA SINGH C.A. TOMY
4	The Capabilities Approach to Education: Access, Equity and Quality	ICCR	50 lacs	2013 2Y	RUKMINI BHAYA NAIR V. UPADHYAY & PURNIMA SINGH
5	Role of Calcium in Cerebral Blood Flow Regulation	Department of Science and Technology	19.35 lacs	2010 3Y	SHANTANU GHOSH
6	Psychological Tests on Positive Psychological Constructs	Prasad Psycho Corporation	5.15 lacs	2010 3Y	KAMLESH SINGH
7	The Shared Spaces: Exploring the Boundaries, Barriers and Bridges in Contemporary India	Indian Council of Social Science Research	33.87 lacs	2012 3Y	PURNIMA SINGH
8	Relationship of Demographic Variables, Socio-cultural Issues and Selected Psychological Constructs with the Positive Mental Health of North Indian Adolescents	Indian Council of Medical Research	14.18 lacs	2012 2Y	KAMLESH SINGH
9	Mapping Exercise: Technology for Development	UNICEF	2.75 lacs	2012	AMBUJ D. SAGAR

10	Technological Trajectories for Climate Change Mitigation in China, Europe and India	German Developmental Institute	1.26 crores	2011 2Y	AMBUJ D. SAGAR
11	Inclusive Innovation	Omidyar Network	1.27 crores	2013 2Y	AMBUJ D. SAGAR
12	Innovation Policy Research	Department of Science and Technology	8 crores	2012 5	AMBUJ D. SAGAR
13	Participatory Evaluation of Entitlement Programs	ICSSR, New Delhi	5 lacs	2013 6M	REETIKA KHERA
14	Ganga River basin Management Plan	Ministry of Environment and Forest, GOI	19.45 lacs	2010 2Y	V. UPADHYAY
15	Assessing the Production Efficiency of SME Units in Readymade garment Industry	ICSSR	3.36 lacs	2011 2Y	V. UPADHYAY

Table 3.5
New Research Areas

Sl. No	Name	New Areas of Research
1	Ambuj D. Sagar	Energy technology policy, Climate policy, Innovation policy
2	Amrit Srinivasan	New Media and the Youth
3	Angelie Multani	Contemporary Fiction, Fantasy Literature, Theatre of the Absurd
4	Ankush Agrawal	Political economy of official statistics, Human development
5	Arjun Ghosh	Intellectual Property and New Media
6	Arudra Burra	History of civil liberties movements in India and their relation to nationalism
7	Bharati Puri	Intellectual History, Borders and Margins, Deep Ecology, East Asian Culture and Philosophy
8	Bijoy Boruah	Metaphysics of the Self
9	C. A. Tomy	Nature of Human Agency, Political and Moral Philosophy, Aesthetics
10	Debasis Mondal	Macro Economics
11	Divya Dwivedi	Narrative Theory, Gandhi Studies, Political Cartoon, Public Sphere in political philosophy
12	Farhana Ibrahim	Medical Anthropology, Visual Anthropology, Anthropology of Affect
13	Jayan Jose Thomas	Macroeconomics, international economics, and innovation and industrialization
14	Kamlesh Singh	Adolescents` Mental Health, Socio- demographic Variables & Well Being of Rural Women & Rural adolescents, Test construction/re- validation/ Test adaptation
15	Naveen Thayyil Kamaluddin	Public hearings and implications to citizenship
16	Paroma Sanyal	Classroom methodology in English Language Teaching, Material production for Language Lab and e-learning, Morpho-phonology of South Asian Languages
17	Pritha Chandra	Generative Typology and variation, politics of language
18	Purnima Singh	Intergroup relations, Culture and cognition, Identity and collective participation.
19	Rajakrishnan Rajkumar	Psycholinguistics and parsing

20	Ravinder Kaur	Environment; Gender, Gender and Technology, Anthropological Demography, Marriage, Family and Kinship, Poverty, Affirmative Action and Social Justice, Development
21	Reetika Khera	Health and nutrition, education, caste, corruption and transparency, rights based development approach
22	Richa Kumar	Nutrition, Health and linkages to Agriculture; Socioeconomic Mapping of Agribusinesses in India
23	Rukmini Bhaya Nair	Narrative pragmatics and the philosophy of language; Truth, lies, and metaphor; Emotion, gesture, and culture; literary styles and survival; language acquisition, translation, literacy and technology; Child language; Speech act of translation; Literacy, literature writing and creative writing; Technologies, virtual talks, and fingertip consciousness; Literature, postcoloniality, gender theory, Lit. crit., keywords; Sacred bureaucracies; Gender studies; Cultural poetics
24	Sanil V.	Philosophy of films; Art and technology, Philosophy of Biological Sciences, Violence, Contemporary Indian Thought
25	Sarbeswar Sahoo	Anti-Christian Violence, Poverty and Developmental State, Tribal Studies in India
26	Simona Sawhney	War and violence, caste, Ambedkar and Buddhism, Incarceration and hunger strike, Bhagat Singh, Anti-colonial political thought
27	Sourabh Paul	Macro-economic forecasting; financial econometrics
28	Stuti Khanna	How cinema has played an important role in configuring cities in particular ways, The limits and possibilities of the English language in the postcolonial city
29	Upasna Sharma	Risk transfer mechanisms for adaptation to climate risk, Indigenous knowledge systems for weather and climate forecasts
30	V. Upadhyay	Productivity and Efficiency Analysis. Transport Economy, Political Economy
31	Varsha Singh	Risk perception in S & T, Health behavior (effect of caffeine and taurine), Higher Education Institutes
32	Vibha Arora	Sociology and Social Anthropology, Visual Sociology; Political Ecology of Water; Medical Anthropology; Social Research Methods; Globalization and Transnationalism; Meritocracy and Sociology of Education (IITs); Internet, New Media and Society; Democracy, Justice, and Development Policy; Climate Change Governance; Himachal Pradesh and North-east India

Table 3.6
Seminars/Workshops/Conferences Organised (2008-13)

Name	Sl.	Seminar/Workshop/Conference Details	Total Participants	
AMBUJ D. SAGAR	1	National Research Conference on Climate Change 2010-2013 (co-organized with Krishna Achuta Rao from Center for Atmospheric Sciences, Sunita Narain from Center for Science and Environment, and Sudhir Chella Rajan from IITM and G. Bala, IISc)	150	
	2	Workshop on "Mapping the Innovation Landscape in India," 2012 at Center for Contemporary History, Nehru Memorial Library	--	
AMRIT SRINIVASAN	3	IIT Delhi Pilot Workshop (July 8-9, 2009) on Sustainable Design for Services, Sponsored by European Commission's LeNS project under the Asia Link Program of Europe Aid)	45	
	4	LeNS International Conference, Bangalore (Sep 29-1st October 2010)"Sustainability in Design: Now!", Sponsored by European Commission's LeNS project under the Asia Link Program of Europe Aid	700	
VIBHA ARORA	5	International Workshop on Visual Methods in Social Research: Integration in Research and Teaching, IIT Delhi, funded by QIP Delhi, 2 April 2012	--	
	6	Organizing Committee Member, Young Sociologist Workshop, Indian Sociological Society, 25-26 December 2010, Cuttack, India	--	
	7	Organizing Committee member, Golden Jubilee Celebrations, IIT Delhi Dec. 2009 – November 2010	--	
	8	Organizing Committee, co-Selector of Best Paper Prize for the International Planning History Society 2010, 12-15 th July 2010, Istanbul Technical University, Turkey	--	
	9	Member, Organizing Committee, Eight Biennial Conference of Asian Association of Social Psychology, IIT Delhi, 11-14th December 2009	--	
	10	Member, Sub-committee of High Himalayan Forum, 2009 onwards	--	
	11	Organizing Committee, co-Selector, Best Paper Prize for the International Planning History Society 2008, University of Illinois at Chicago, 10-13 th July 2008	--	
	12	Co-organizer with Dr Mani Pande (IFTF) of Workshop on Future Trends in Science and Technology for the Institute of the Future (IFTF) and National Science Academy, USA, 2008	--	
	JAYAN JOSE THOMAS	13	Global Issues and Local Challenges to Development?, at the Central University of Kerala, Kasaragod, April 23-24, 2010	--

KAMLESH SINGH	14	QIP Workshop on Latest Developments in Positive Psychology, 15 January, 2010	--
	15	QIP Workshop on Positive Psychology and Socio-Cultural Issues on 27 April, 2011	--
PURNIMA SINGH	16	8 th Biennial conference of the Asian Association of Social Psychology, Dec.11-14, 2009. Sponsored by ICSSR, ICCR, GAIL, Prasad Psychological Corporation, New Delhi.	570
	17	The Second Winter School of Social Psychology for PhD students from Asia. Dec. 9-11, 2009. Sponsored by Asian Association of Social Psychology.	24
	18	Workshop on Writing for Academic Psychology Journals: Editor- Author Interactions, Dec. 15, 2009. National academy of psychology	40
	19	Workshop on Cognition and Culture, Nov. 15, 2010.Sponsored by DST.- Language, Emotion and Culture Project.	40
	20	Structural Equation Modeling Workshop,. Dec. 10-11, 2010. Sponsored by DST- Language, Emotion and Culture Project.	32
	21	Workshop on Qualitative Research in Social Sciences, 23-24 Feb, 2013. Sponsored by Research Programme-The shared spaces: Exploring the boundaries, barriers and bridges in contemporary India.	44
	22	Social Representations of Identity in India: an interdisciplinary dialogue, March 18-19, 2013. Sponsored by ICSSR and Research Programme-The shared spaces: Exploring the boundaries, barriers and bridges in contemporary India.	36
	PAROMA SANYAL	23	Two-day conference on Faculty of language at IITD: Design and Interfaces Funded by QIP, IITD (Co-organized with Dr. Pritha Chandra, (2013) Feb 11-12
24		Two day informal workshop on Current Themes in Language Sciences Funded by Dept of HUSS, IITD (Co-rganized with Dr. Rajakrishnan R. and Dr. Pritha Chandra,(2013) March 29-30	20
PRITHA CHANDRA	25	Co-ordinator (with Paroma Sanyal). QIP sponsored workshop 'The Faculty of Language: Design and Interfaces', February 2013	70
RAVINDER KAUR	26	Punjab Today (with Radhika Chopra) Dept. of Sociology, Delhi University	--
	27	Mapping the Adverse Consequences of Sex Selection and Gender Imbalance in India and China: findings and policy implications, 9-10 November, 2012 Rajiv Gandhi Institute of Contemporary Studies, Jawahar Bhawan, New Delhi, Funded by RGICS and UNICEF	--
	28	Doing Research, Doing Ethnography, Research Methodology Workshop for Young Sociologists, IITD, 9-10 Dec, 2011 (ISS and ICSSR)	--

	29	Cultural Pluralism and Diversity in Contemporary Asian Societies, The NRCT-ICSSR Joint Seminar held on 22-26 August 2009, Chiang Mai, Thailand (ICSSR)	--
	30	Marriage in Globalizing Contexts: Exploring Continuity and Change in South Asia (IIT Delhi, Sept. 25-27, 2008) (with Rajni Palriwala and Shalini Grover) (UNICEF, Japan Foundation, IITD)	--
RICHA KUMAR	31	Altering Rural Landscapes: Structures, Institutions, Households" organised at Annamalai University, Chidambaram, Tamil Nadu with funding from ICSSR and Ford Foundation in July 2012.	45
RUKMINI BHAYA NAIR	32	Chair of the Local Organizing Committee, The 13th Biennial Conference of the International Pragmatics Association (IPRA), Delhi, September 8-13, 2013	600
	33	'Indian Keywords', National Seminar-cum-Workshop on 'Towards a Conceptual Lexicon for India in 21st Century', organized at the Indian Institute for Advanced Study, Shimla April 19-20, 2012	50
	34	'Language and Emotion' at the Colloquium 'Language and Cognition: Why does it matter?' led by Dan Slobin, Emeritus Professor of Psychology and Linguistics, University of California, at the Indian Institute of Advanced Study (IIAS), October 18, 2013	35
	35	'Workshop on Touch and Allied Behaviors' organized under the aegis of the May 25-28, 2009	20
	36	Workshop on "Cognition, Language and Culture" on 15 November 2010 with Prof. John Berry from Queens University, Canada	40
	37	Workshop on 'Psycholinguistics Experimentation' on 6 December 2010 with Dr. Falk Huettig of the Max Planck Institute, Nijmegen, The Netherlands	15
	38	Workshop on 'Structural Equation Modelling' on 10-11 December 2010 with Prof. Damodar Suar of IIT Kharagpur	32
	39	Workshop with filmmakers on the various issues of documentary-making and transcription related to language and cognition, July 2011	20
	40	Workshop on pragmatics and cognition with Prof Jef Verschueren from the University of Antwerp, Belgium 2 nd to 6 th November 2011	10
	41	Workshop with postgraduate students from Delhi and NCR on research and fieldwork techniques (December 2011)	20
	42	Workshop on Cognitive Research with Sonya Sachdeva of North Western University, Nov. 25, 2012	35
	43	Workshop on the Use of Narrative MAX-QDA Software with Dr. Souvik Mukherjee, Presidency University, Kolkata 30-31 July, 2013	10

	44	Workshop on 'Narrative Psychology' with Professor Dan Slobin, Emeritus Professor, University of California Berkeley, 24 october, 2013	40
SIMONA SAWHNEY	45	South Asia Seminar, University of Minnesota, co-organizer, 2013. Sponsored by the Institute of Global Studies and Department of Asian Languages and Literatures.	4
UPASNA SHARMA	46	Coordinated an IIASA workshop held in Ahemdabad on 20-21 Jan 2011, in collaboration with Technology Information Forecasting and Assessment Council (TIFAC) and Sardar Patel Institute of Economic and Social Research (SPIESR)	--
V. UPADHYAY	47	12th Annual IPEA Conference held during 15-16 November, 2008 on “Inclusive Development and Shifting Power Balance”, in association with National Institute of Technology, Kurukshetra.	70
	48	13th Annual IPEA Conference held during 6-7 Nov, 2009 on themes “The global Economic Crisis and its Impact on India”; “Electoral Democracy and Identity Politics”; and “Discontent and Struggles in South Asia”, in association with Punjabi University, Patiala.	60
	49	14th Annual IPEA Conference held during 10-12 December, 2010 on themes “Political Economy of Regional Disparities in Development and Federalism”; “Future of Capitalism and Sustainable Alternatives”; “Political Ecology: Conflicts over Water, Forests, Energy, GM Food, and Climate-Change Negotiations”; and “Social, Political and Economic Impacts of Two Decades of Liberalization”, in association with A. N. Sinha Institute of Social Studies, Patna.	80
	50	15th Annual IPEA Conference held during 29-30 October, 2011 on themes “The Political Economy of Corruption”; “Dispossession of People – The question of land, forest, water and other natural resources”; “Issues in Social Development, Environmental Sustainability, Right to Food Debate, and Democracy and Dissent Discourse”; and “Two Decades of Liberalization and Globalization: Emerging Trends in India and Elsewhere”, in association with Chaudhury Devi Lal University, Sirsa.	200
	51	16th Annual IPEA Conference held during 26-27 October, 2012 on themes “Radical and Reformist Approaches to Ecologically Sustainable Development”; “India and the Globalized World in Short-term and Long term: Political Economy Perspectives”; “Re-examining India's Decades with Neo-liberalism: Empirical and Theoretical Issues”; “Watershed Management Programme in India:	100

		Methodological Issues, Impact Assessment and Governance”; and “Concerns and Methodologies of Political Economy, especially in the Context of Indian Social Development”, in association with Indian Institute of Technology Roorkee, Roorkee.	
	52	17th Annual IPEA Conference held during 9-10 November, 2013 on themes “Jobless Growth: Livelihood, Gender, Inclusion and Citizenship Issues”; “Emerging Imbalances in India’s External Sector: Implications for our Sovereignty and Self-reliance and our relations with other Developing Countries”; “Mainstream Media, Social Networking and Society: The Changing Dynamics”; and “Peoples’ Quest for Development Alternatives”, in association with Central University of Hyderabad, Hyderabad (Co-Sponsored by ICSSR, New Delhi).	70
SANIL V.	53	Workshop with Francoise Dastur, Indian Council of Philosophical Research, 2012	
	54	Writing in Research Workshop, QIP, 2011	

Panel Discussion on Hunger and Nutrition

DEPARTMENT OF HUMANITIES
AND SOCIAL SCIENCES, IIT DELHI

Hunger and Nutrition: Time to Act.

P A N E L D I S C U S S I O N

Amartya Sen

Professor of Economics Harvard University

Shantha Sinha

Chairperson National Commission for Protection of Child Rights

Montek Singh Ahluwalia

Deputy Chairperson Planning Commission

Shyama Singh

NREGA Sahayata Kendra Jharkhand

Reetika Khera C H A I R

IIT Delhi

Even after twenty years of runaway economic growth, India has the highest proportion of underweight children in the world. Can direct interventions help, and will the National Food Security Bill make a difference?

Four of India's leading thinkers, policy-makers and activists (from Nobel laureate Amartya Sen to Shyama Singh who is fighting for justice among the adivasis of Latehar) will be addressing this question and sharing their thoughts on the future of social policy in India.

Friday 15 February 2013
IIT Delhi Dogra Hall
1.30 to 3.00 pm

All are cordially invited. Please be seated by 1.15pm

Organized by the **Department of Humanities and Social Sciences**
Indian Institute of Technology, Delhi
For further details please contact
Ujjainee Sharma, 98183 64825



Table 3.7
Awards, Fellowships, Distinctions

Name	Year	Awards/Fellowships/Distinctions
RUKMINI BHAYA NAIR	2010-12	Senior Fellowship, Nehru Memorial Museum and Library
	2009	Indian Representative sponsored by the Indian Council of Cultural Relations (ICCR) to the Struga International Poetry Festival, Macedonia
BIJOY H. BORUAH	2013	Scholar-in-Residence, Indian Institute of Technology Gandhinagar (May-June 2013)
	2013-15	Guest Professor, Indian Institute of Technology Gandhinagar (2013-2015)
RAVINDER KAUR	2011-12	Teaching Excellence Award, IIT Delhi for the 1st semester, 2011-2012
	2010	Member, Srikrishna Committee on Andhra Pradesh (CCSAP) Feb. - Dec. 2010
PURNIMA SINGH	2007-15	Executive Committee Asian Association of Social Psychology, 2007-2015
	2013	President-Elect, National Academy of Psychology Dec.2013
	2006-12	Treasurer- National Academy of Psychology, India-2006-2012
	2010	Associate Editor- Psychology and Developing Societies (Sage)till 2010
		Psychological Studies (Springer) – Associate Editor
VIBHA ARORA	2008	Indo-French Maison des Sciences de l'homme (MSH) Fellowship
	2008	M.N. Srinivas Memorial Prize, Indian Sociological Society and Indian Council of Social Science Research
	2008-13	Outstanding Young Faculty Award of IITD and Al-Sagar Fellowship for five years
	2012	Writing and Research Fellowship awarded by the Indian Institute of Advanced Study, Rashtrapati Niwas, Shimla
PRITHA CHANDRA	2008-10	Abdulaziz Alsagar Outstanding Young Faculty Fellowship, Indian Institute of Technology Delhi
STUTI KHANNA	2009	Outstanding Young Faculty Fellowship
SANIL V.	2010	Watumall Distinguished Professor Professor at Dept of Philosophy, University of Hawaii, USA
	2012	Erudite Fellow, Higher Education Council, Kerala
FARHANA IBRAHIM	2009	Outstanding Young Faculty Fellowship, IIT Delhi 2009

SARBESWAR SAHOO	2008	Visiting Fellowship, Department of International Development Studies, School of Society and Globalization, Roskilde University, Denmark
	2012-13	Kusuma Trust Sponsored “Outstanding Young Faculty Award”, IIT Delhi
	2011-13	Alexander von Humboldt Post-doctoral Research Fellowship, Max Weber Centre for Advanced Cultural and Social Studies, University of Erfurt, Germany
	2011	UCSIA, University of Antwerp, Belgium, Summer School Fellowship, August-September 2011
	2010	Visiting Fellowship, Department of Sociology, National University of Singapore
DEBASIS MONDAL	2011-13	Abdulaziz Alsagar Outstanding Young Faculty Award, Indian Institute of Technology Delhi (2011-2013).
	2009	Winner of Exim Bank IEDRA Award in 2009 for the best Doctoral dissertation completed in year 2008
RICHA KUMAR	2010	New India Fellowship to complete book manuscript on the political economy of agriculture in central India.
ARUDRA VENKATA BURRA	2008	Graduate Prize Fellow, University Center for Human Values, Princeton University
	2009	Graduate Fellow, Fellowship of the Woodrow Wilson Society, Princeton University
RAJAKRISHNAN RAJKUMAR	2013-16	Awarded Young Faculty Incentive Fellowship (2013-2016) by IIT Delhi

Table 3.8
PhD Enrolment

SEMESTER	FT	PT	FS	QIP	UGC	TRIPP	CSIR	TOTAL STUDENTS
Ist Sem(2008-09)	17	40	3	2	8			70
IInd Sem(2008-09)	17	40	3	2	8			70
Ist Sem(2009-10)	17	33	3	1	7	2		63
IInd Sem(2009-10)	19	36	3	1	8			67
Ist Sem(2010-11)	17	34	3	1	9			64
IInd Sem(2010-11)	17	34	3	1	11			66
Ist Sem(2011-12)	11	31	2	1	10			55
IInd Sem(2011-12)	12	32	2	1	9		1	57
Ist Sem(2012-13)	10	27	2	1	9		1	50
IInd Sem(2012-13)	11	28	1	1	9	1		51
Ist Sem (2013-14)	18	26	1	1	9			55

FT- Full Time; PT- Part Time; FS- Full Time Sponsors; TRIPP sponsored candidates; QIP: Quality improvement program.

Table 3.9
PhD Guidance Completed

Supervisor Name	Total No	In Last 5 Years
V. UPADHYAY	15	4
RUKMINI BHAYA NAIR	10	5
SANIL V.	3	1.5
ANGELIE MULTANI	3	1.5
KAMLESH SINGH	3	3
PURNIMA SINGH	4	2
VIBHA ARORA	3	1
P. V. ILLAVARSAN	2	2
SHYAMALA KALLURY	--	3
AMRIT SRINIVASAN	9	3
AMULYA KHURANA	--	6

Table 3.10
PhD Guidance in Progress

Supervisor Name	Total No	In Last 5 Years
V. UPADHYAY	7.5	7.5
SANIL V.	5	5
RAVINDER KAUR	5.5	5.5
KAMLESH SINGH	3	3
VIBHA ARORA	1	1
BHARATI PURI	1	1
PRITHA CHANDRA	3	3
AMBUJ D. SAGAR	1	1
C.A.TOMY	2	2
STUTI KHANNA	1	1
FARHANA IBRAHIM	2	2
SARBESWAR SAHOO	1	1
DEBASIS MONDAL	1.5	1.5
RICHA KUMAR	1	1
ARJUN GHOSH	1	1
PAROMA SANYAL	1	1
SOURABH BIKAS PAUL	2	2
ARUDRA V. BURRA	1	1
RUKMINI B. NAIR	4.5	4.5
PURNIMA SINGH	5	5
JAYAN J. THOMAS	3.5	3.5
NAVEEN THAYYIL	1	1
ANKUSH AGRAWAL	0.5	0.5

Table 3.11
Titles of On-going PhD Dissertations

Sl. No	Name	Title of the PhD Dissertation	Supervisor
1	Amit Anurag	Unity and Continuity of Consciousness and Self	C. A. Tomy
2	Anindita Majumdar	Surrogacy and the New Cultural Definitions of Relatedness in a Globalized World	Ravinder Kaur
3	Anindita Sahoo	Passives in Some South Asian Languages: A Comparative Investigation	Pritha Chandra
4	Anjali Jain	Bipolarity of Cognitive Schema: Construction of a Tool Assessing Adaptive and Maladaptive Schema	Kamlesh Singh
5	Ankur	Event, Virtuality and Becoming	V. Sanil
6	Balram	An Empirical Study on Performance Evaluation of Indian Aviation Industry	V. Upadhyay
7	Bhavana Kohli	Social Identity, Caste-related Stereotypes, and Variables Affecting Caste-related Intergroup Memory Bias among Students in an Indian Higher-education Institution	R. B. Nair and Purnima Singh
8	Devjani Ray	A Study of Children's Periodicals in Bengali 1895-1920	Arjun Ghosh
9	Diana Cherian	Understanding Sexual Stigma and Growth in Sexual Minorities in India	Purnima Singh
10	Gurmeet Kaur	The Person Feature: Case, Agreement and Clitics in Punjabi	Pritha Chandra
11	Ishan Bakshi	A Study of Equality of Outcome and Opportunity in India: 1983 to 2009-10	J.J Thomas/ Reetika Khara
12	Jayesh M. P.	A Study on Inter-State Migration of Workers in India: With a Focus on Migration from West Bengal to Kerala	J. J. Thomas
13	Lalita	An Analysis of Individual Responsibility in theories of Social Justice"	Arudra Burrah
14	Mahendra Shahare	Regulation of Technology: From Legitimacy to Democratization.	Naveen K.
15	Malik Altaf Hussain	Infrastructure and Poverty in India- An interstate analysis"	Sourabh B. Paul
16	Malvika Tyagi	Macroeconomic Growth and Environment	V. Upadhyay and D. Mondal
17	Manoj Chhabra	Legitimacy and Justice Perceptions and Support for Political Violence	Purnima Singh
18	Megha Chauhan	Drug Trafficking in India: Investigation, Prosecution and Prevention.	V. Upadhyay
19	Minati Sinha	Understanding Adolescence: Growing up in a Delhi Slum	Ravinder Kaur

20	Mini K.	Participatory Agricultural Development Policies and Sustainability: The Kerala Conundrum	Richa Kumar
21	Monami Sinha	Essays on Other Regarding Preferences	V. Upadhyay
22	Mukul Sharan Mathur	Post-Implementation Evaluation of Rail Infrastructure PPP Projects	V. Upadhyay
23	Mukund K. Sinha	Appraisal of Infrastructure Projects: Suggesting Guidelines for the Government of India	V. Upadhyay
24	Neha Gupta	India's Integration in Global Value Chains: A Case Study of Machinery and Textiles Sectors	V. Upadhyay
25	Neha Gupta	Sustainable Living and Learning: Existing and Emerging trends	Farhana Ibrahim
26	Nisha Dhawan	From "holiday marriages" to "abandoned brides" Grooms from Brampton, Brides from Punjab.	Ravinder Kaur
27	Nivida Chandra	The Living Past: Indian Narratives of Self-reconstruction	R. B. Nair
28	Pallavi Narayan	Pamuk's Istanbul: Everyday Architecture	Stuti Khanna
29	Paro Mishra	Experience and Identity : A Study of Cross-region Marriages in India	Ravinder Kaur
30	Prakash C. Mondal	Intensional Emotive Constructions, Linguistic Meaning and Cognitive Structures of Emotive Expressions.	R. B. Nair
31	Pritika	Politics and Ethics in Hannah Arendt's Philosophy	C. A. Tomy
32	Pulkit Khanna	Development and Validation of Psychological Interventions for School Students	Kamlesh Singh
33	Rambir Singh Mann	Development of A Sustainable Defence Industrial Base in India	Ambuj Sagar
34	Ravi Shankar Mishra	The Jadupatias: Craft, Bureaucracy and Market	Farhana brahim
35	Reena Ashem	Prosodic correlation(s) Between L1 (Meiteilon) and L2 (English1): with respect to production and interpretation of ambiguous sentences	Paroma sanyal
36	Renuka Thapliyal	Sustainability of Shimla City	Vibha Arora
37	Robin E. J.	Phenomenology of the Body	V. Sanil
38	Saliha Shah	The Ontology of Understanding in Heidegger	V. Sanil
39	Sana Das	Problems in Theorising <i>A-priori</i> Conditions in Cinema Spectatorial Experience	V. Sanil
40	Sanchita Srivastava	Exploring the Experiences of Stigma in Three Sexual Minorities in India	Purnima Singh
41	Sanchita Verma	Silence as a Discourse Marker in the Indian Classroom	R. B. Nair
42	Sandip Datta	The Macroeconomics of Growth and Distribution.	Debasis Mondal

43	Saubrata K. Dash	Micro Finance	V. Upadhyay
44	SeebaTripathy	Fiscal Transfers to Backward States in India	J. J. Thomas
45	Seema	Female Labour Force Participation in India	J. J. Thomas
46	Sitakanta Panda	Essays on Empirical Political Economics	Ankush Agarwal and Saurabh Paul
47	Srividya Rajaram	Anger and Stress: A Cognitive and Cultural Study of Emotional Behavior Using Narrative Analysis	R. B. Nair
48	Subhandu Patra	In Between the State and Maoists: Infringement of Human Rights of India's Indigenous Peoples	Sarbeswar Sahoo
49	Susan George	Music Video as Temporal Object: A Study of Form and Emotion	V. Sanil
50	Swati Mantri	Region and Identity	Ravinder Kaur
51	Swikar Lama	Restorative Justice Practices for Women Victims of Crime: A study of Various Institutions in Delhi and Darjeeling	Ravinder Kaur & Purnima Singh
52	Syed Junaid Ahmad	From Anti-cosmopolitics Towards Cosmopolitics: A Critical Cultural Problematization of Vernacular Cosmopolitanism.	Bharati Puri
53	Usha Udaar	Ergativity in Western Indo-Aryan Languages	Pritha Chandra
54	Vandana Talwar	Antecedents and Consequences of Justice Perceptions in Performance Appraisal	Purnima Singh
55	Mahima Raina	Role of Indian Psychological constructs in Positive Psychology	Kamlesh Singh

Table 3.12
PhD Dissertations Completed (2008-13)

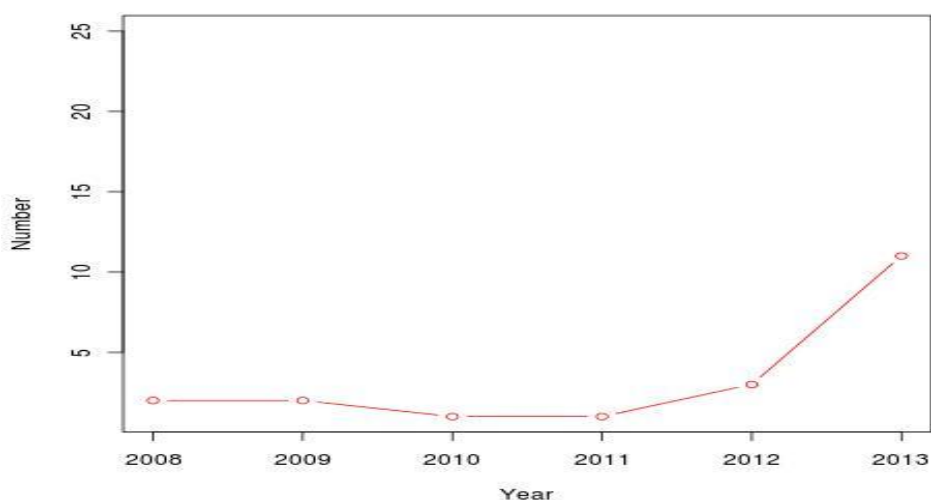
Academic Year	No. of PhDs awarded
2008	1
2009	4
2010	6
2011	5
2012	8
2013	8
Total	32

Sl. No	Name	Title of the Dissertation	Supervisor
2008			
1	Kumanesan, P.	Correlates and Predictors of Job Satisfaction: a Study of Teachers in Select Engineering Colleges in India	Khurana, Amulya
2009			
2	Jha, Shalini Duggal	A Study of Cultural Orientation and Psychological Attributes of College Students and Teachers Across northern India	Singh, Kamlesh
3	Kumar, Sanjay	Reading the Stage: Interrogating Contemporary Urban Theatre in India	Multani, Angelie and Sanil, V.
4	Bhattacharya, Satarupa Ray	Efficiency and Productivity Growth in the Indian Iron and Steel Industry : a Stochastic Frontier Analysis	Barik , Kaustuva (IGNOU, New Delhi) and Upadhyay , Vrajindra
5	Prasad, Divya S.	Effect of Life Skills Based Health Education on Adolescent Students Awareness of and Attitude Towards Substance Use	Khurana, Amulya and Nagpal, Jitendra (VIMHNS, New Delhi)
2010			
6	Majumder, Satarupa Dutta	Indigenous Knowledge: An Epistemological Exploration Centered on the Santhal Built-Form	Srinivasan, Amrit
7	Grover, Dimple	Corporate Governance and Ethical Climate: a Study of Select Indian Companies	Khurana, Amulya and Ravi Shankar and (DMS, IIT Delhi)

8	Saxena, Vandana	Fantasies of Adolescence: Networks of Subversion and Containment in the Novels of J. K. Rowling	Multani, Angelie
9	Agrawal, Priyanka	Development of a Coding System for Touch: an Analysis of Early Mother-Child Interaction	Nair, Rukmini Bhaya
10	Agarwal, Om Prakash	Institutional Arrangements for the Provision of Urban Public Transport	Upadhaya, Vrajindra and Tiwari, Geetam (CE, IIT Delhi)
11	Awasthi, Prachi	Informal Sector of IT Education: A Study of Urban Delhi	Amrit Srinivasan
2011			
12	Dwivedi, Divya	Investigation into Time and Language: Towards the Ontology of the Literary	Sanil V.
13	Suman	India Imag(in)ed: a Study of the Representations of History in the Narratives of 1857	Kallury, Syamala
14	Bashir, Saba Mahmood	Gulzar, a Poet in Popular Culture: a Critical Study	Kallury, Syamala
15	Ranjan, Sanjeev	ICT Use and Firm Efficiency: a Study of Indian Public Sector Enterprises	Upadhyay, V
16	Choubisa, Rajneesh	Enhancing College Students Wellbeing Through a Web Based Intervention Module: an Empirical Investigation	Singh, Kamlesh
2012			
17	Sodhi, Vineet Kaur	Representations of the Self and the Other in Indian Children's Literature in English: A Critical Analysis	Syamala Kalurri
18	Wason, Kshitija	Underlying Psychological Processes in Conflict Trajectories: Factors that Catalyse Perceptions of Justice Violations and Consequent Reactions	Purnima Singh
19	Tiwari, Bharti	Correlates and Predicators of Psychological Well-being: A Study of University Students in Delhi	Amulya Khurana
20	Yadav, Swati	Empirical Analysis of Use of Fiscal Policies as a Stabilisation Tool in India	V. Upadhyay/Seema Sharma (DMS)
21	Sharma, Shweta	Non-Epileptic Seizures: Towards a Fuller Assessment Using Content Analysis, Conversation Analysis and Neuropsychological Tests	R.B. Nair

22	Gupta, Malvika	Systems Theory and Literary Analysis: The Second-generation Indo-American Fiction of Jhumpa Lahiri, Rishi Reddy and Shauna Singh Baldwin	R.B.Nair
23	Kulkarni, Dipti	Phatic Communion in Instant Messaging: A Pragmatics Perspective	R.B.Nair
24	Prapakaran P.	Select Psychological Correlates of Self-reported Cyber Crime: An Exploratory Study	Amulya Khurana
2013			
25	Puri, Swaraj	A Study of Crisis Preparedness Among Middle Level Managers in Banking Sector	Amulya Khurana
26	Malish C.M.	Negotiating Cultural Capital in the Knowledge Economy of India: An Empirical Study of Scheduled Castes Engineering Students in Kerala	P.Vigneshwara
27	Kipgen N.	Kuki Identity, Land use, Authority, and Ethnic Nationalism in Manipur, India	Vibha Arora
28	Maheshwari, Saurabh	Capital Gain: Exploring the Role of Various Forms of Capital in Individual's Career Achievement	Purnima Singh
29	Dangi, Sonika	Assessment and Enhancement of Well-being of Married Migrant Women in Selected Villages of Haryana	Kamlesh Singh
30	Pandey, Shelly	Gendered Experiences in a Globalised Work World: a Study of Women Employees of Call Centres in India	P. Vigneswara
31	Bawa, Arshiya	Religion, State and Nation: Assam's Sattras and Their Dance	Amrit Srinivasan
32	Mathew Annie	The Discourse of Education: Re-examining the Concept of Inclusion Via a Study of the Narratives of School Children and the Indian State	Rukmini Bhaya Nair

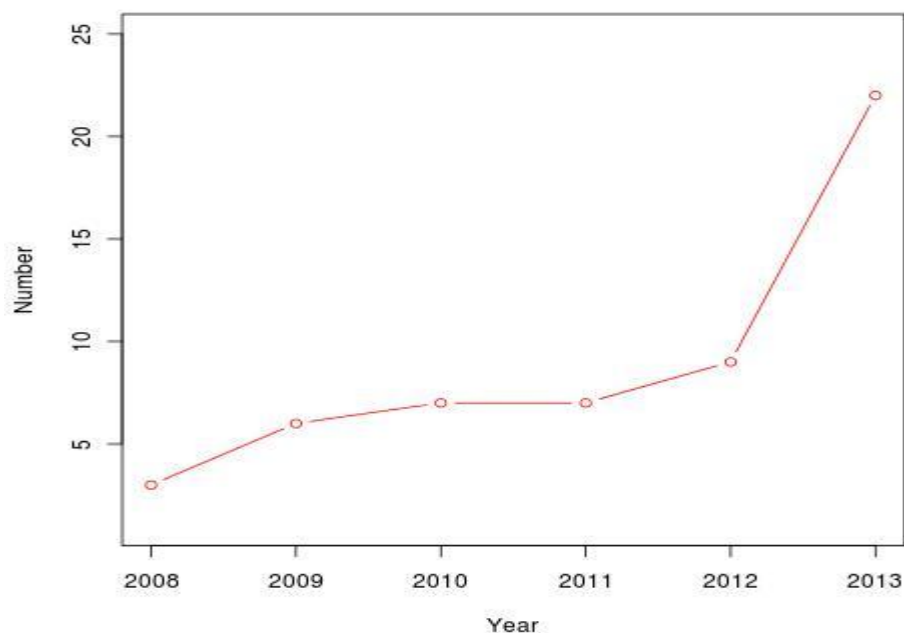
Table 3.13
PhD Student Publications



Sl.	Name	Details of Publication	Year
1	Ankur	Is Sex-drive a Death Drive? Or What has Happened to Sex in the 21st Century: A Reading of Lacan and Foucault. <i>In Gay Subcultures and Literatures: Indian Projections</i> . IIAS.	--
2	Ankur	The Bliss and Madness of Being Human. <i>Poetrywala</i>	2013
3	Iyer J. Bhatia, S. and G Kaur.	Comparatives in Hindi-Urdu: Puzzling over ZYAADAA. <i>Lissim Working Papers</i> , 1:15–28	2013
4	Padma Iyer Kaul C. Rangarajan and Seema	Revisiting Employment and Growth. <i>ICRA BULLETIN</i> , pages 57–68	2007
5	Padma Iyer Kaul C. Rangarajan and Seema	Employment Performance of the States. <i>ICRA BULLETIN</i> , pages 57–68	2008
6	Seema C Rangarajan, Padma Iyer Kaul	Where Is the Missing Labour Force? <i>EPW</i> , xlv:68–72	2011
7	G. Chandra, N. & Misra	Relational Violence: Case studies on Marital Rape and Date Rape. <i>In Violence and Conflict Resolution: Contemporary Perspectives</i> . Global Vision Publishing	2010
8	Prakash C.Mondal	Does(Linguistic) Computation Need Culture to Make Cognition Viable? <i>In Social and Behavioral Sciences. Procedia</i>	
9	Prakash C.Mondal	Logical Form vs. Logical Form: How Does the Difference Matter for Semantic Computationality? <i>In Conceptual Structures for STEM Research and Education</i> . Springer.	2013
10	Neha Gupta	India's Textiles & Clothing Sector in Global Supply	

		Chains and its Linkages with other Asian Countries. In <i>India and Global Value Chains: Exploring Linkages</i> . Centre for WTO Studies, IIFT	
11	Neha Gupta	Extent of Integration of India's Textiles and Clothing Sector. In <i>Proceedings of the 16th Annual IPEA Conference</i> . Indian Institute of Technology Roorkee.	2012
12	Neha Gupta	Integration of the Indian Machinery Sector into Global Production Networks. In <i>Foreign Direct Investment, Trade and Economic Growth: Challenges and Opportunities</i> . Centre for WTO Studies, Indian Institute of Foreign Trade	2012
13	Anindita Majumdar	Transnational Surrogacy: The "Public" Selection of Selective Discourse. <i>Economic and Political Weekly</i> , 45 and 46:24–27	2013
14	Pallavi Narayan	Alternative Media in Orhan Pamuks Novels. In <i>Vijaya Venkataraman. Primus Books</i>	2014
15	Pallavi Narayan	Poetry Triptych Longing in Semeen Ali. In <i>An Anthology of English Poetry. Poets Printery</i>	2014
16	M Raina	Relating Organizational Commitment to Eudaimonic Well-being. <i>European Journal of Business and Management</i> , 5:102–112	2013
17	Devjani Ray	Self and Modernity in Selected Autobiographies of Women in Colonial Bengal. In <i>Indian Nationhood and Nationalism: Perspectives, Representations and Reflections</i>	
18	Devjani Ray	Is Shalimar a Clown? The terrorist-monster in Rushdie's Shalimar the Clown. In <i>The Terrorists' World: Ideas and Interpretation</i> . Firma KLM	2013
19	Srivastava S. & Singh, P.	Women in science and technology: A study of those who have made an impact. In <i>Socio-Economic development: Challenges before women scientists, technologists and engineers</i> , pages 93–102. Excel India Publishers	2009
20	Srivastava S. & Singh, P.	Women's Education in Science and Technology Spheres: Its Impact on Psychological Capital, Subjective Well Being and Big Five Personality Dimensions. In <i>Education for All: Beyond the Boundaries. In Proceedings of International Conference on Education For All</i> .	2009
21	Srivastava S. & Singh, P.	Social Construction of Stigma of Homosexuality in India: The Insider and Outsider Perspective. <i>Journal of Homosexuality</i> by Routledge	2013
22	Pallav Patankar Suneeta Singh, Sangita Dasgupta and Minati Sinha	<i>A People Stronger: collectivisation and mobilisation of sexual minority in India</i> . Sage Publication	2012
23	Kaur G Udaar, U. and P Chandra	Revisiting Morphological Ergativity in Hindi-Urdu. <i>Acta Linguistica</i> , 8:1–13	2014
24	Usha Udaar	Case Syncretism in Haryanvi. In <i>Conference Proceedings of 33rd AICL</i> . AICL	

Table 3.14
PhD Student Conference Presentations (2008-13)



Sl	Name	Details of Presentation	Year
1	Reena Ashem	<i>35th Annual and 1st International Conference Of Linguistic Society of India (ICOLSI). In Syntax-Phonology interface in Meiteilon suffixes: an account of /l/, /n/ distribution in the derived and underived paradigm</i>	2013
2	Nivida Chandra	<i>Relational Violence: Case studies on Marital Rape and Date Rape. In Violence, Peace and Conflict Resolution</i>	2009
3	Neha Gupta	<i>Integration of Indian Machinery Industry into Global Production Networks. In Changing Structure of International Trade and Investment: Implications for Growth and Development</i>	2011
4	Gurmeet Kaur	<i>Formal Approaches to South Asian Languages: Split Ergativity in Punjabi. In The case of defective heads and light</i>	2013
5	Pulkit Khanna	<i>The Relationship between Gunas and Well-Being. In The Third World Congress of Positive Psychology</i>	2013
6	Bhavana Kholi	<i>Effect of Post-event Misinformation on the Memory of 3-to 6-year-old Children. In 8th Biennial Conference of the Asian Association of Social Psychology</i>	2009
7	Bhavana Kholi	<i>Social Identity and Group-serving Memory Bias. In Dept of Human Development & Childhood Studies, Lady Irwin College</i>	2010

8	Bhavana Kholi	Intergroup bias in memory: A Study of Caste-based Social Categories in India. In <i>Oxford Centre for the Study of Intergroup Conflict</i>	2012
9	Anindita Majumdar	Pirzadas of Nizammuddin: Gender, Space and Clothing. In <i>Pirzadas of Nizam-muddin: Gender, Space and Clothing</i>	2007
10	Anindita Majumdar	In the Time of Disease: An Analysis of the Relationship between Media. In <i>Health and the Nation, Conference on Media</i>	2009
11	Anindita Majumdar	The Ethnographic Bind: Fieldwork in an Infertility Clinic. In <i>Research Students Colloquium</i>	2011
12	Anindita Majumdar	Selecting the Selected Few: An Analysis of the Policies and Laws Surrounding the Use and Regulation of Specific Reproductive Technologies in India. In <i>Selective Reproductive Technologies: Routes of Routinization and Globalization</i>	2012
13	Anindita Majumdar	The Fertile Poor and the Infertile Rich: The Politics of Choice and Access in the Transnational Commercial Surrogacy Arrangement in India. In <i>Well-being at the Margins: Seeking Health in Stratified Landscapes of Medicine and Healing</i>	2013
14	Swati Mantri	The Marwari Community and Business Ethics. In <i>39th All India Sociological Conference</i>	2013
15	Ravi Shankar Mishra	Jadupatias in the aesthetics of craft of jewellery making. In <i>ASA12: Arts and Aesthetics in a Globalizing World</i>	2012
16	Ravi Shankar Mishra	Men, Marriage and Masculine Identity: What being Unmarried Means. In <i>35th Annual Conference of the Indian Association for the Study of Population</i>	2013
17	Pallavi Narayan	Immigrants and Strangers: On Reading PastContinuous. In <i>The 15th Triennial Conference of the Association for Commonwealth Literature and Language Studies (ACLALS)</i>	2010
18	Pallavi Narayan	Outside the Insider: Walking Pamuks Istanbul. In <i>Istanbul 16th International Cultural Studies Workshop</i>	2011
19	Pallavi Narayan	Pamuk's Neighbourhood: The Western Object. In <i>The Silent Life of Things: Representing and Reading Commodified Objecthood: Early-career scholars</i>	2012
20	Pallavi Narayan	Alternative Media in Orhan Pamuk's Novels. In <i>Department of Germanic and Romance Studies</i>	2013
21	Pritika Nehra	Reflexive Thinking in Literary Narratives: An Arendtian Perspective in the Works of Franz Kafka. In <i>Kafka International Conference on Language, Literature and Culture</i>	2012
22	Pritika Nehra	Moral Explanation in Aristotle's Nichomachean Ethics. In <i>8th International Annual Conference on Philosophy</i>	2013
23	Mahima Raina	A Study on Gender Differences in Stress and Coping Styles of Board Examinees. In <i>Management and Behavioural Sciences</i>	2012

24	Srividya Rajaram	Documenting Emotion: The Cultural Construction of Anger. In <i>The International Congress of Psychology</i>	2008
25	Srividya Rajaram	Angry Man or Emotional Male. In <i>The Indian Association of Clinical Psychologists conference</i>	2010
26	Devjani Ray	Identity and Culture of Taste in Colonial Bengal: Cannibalism and the Other Mother in Thakumar Jhuli. In <i>20th Annual IBBY/NCRCL International Conference on 'Feast or Famine: Food and Children's Literature</i>	2013
27	Devjani Ray	Self and Modernity in Selected Autobiographies of Women in Colonial Bengal. In <i>Indian Nationhood and Nationalism: Perspectives, Representations and Reflections</i>	2013
28	Anindita Sahoo	Yes-No Questions: Probing the Structures of Indian English. In <i>31st All India Conference of Linguistics, Hyderabad Central University</i>	2009
29	Anindita Sahoo	Oriya Passives with Ditransitives. In <i>Lancaster Post Graduate Conference</i>	2010
30	Anindita Sahoo	To Be or not to Be: Error- Analysis of Second Language Learners. In <i>9th International Conference on South Asian Languages</i>	2010
31	Anindita Sahoo	Scope Patterns in Oriya. In <i>South Asian Languages Analysis Roundtable</i>	2011
32	Anindita Sahoo	Re-)visiting the Principles of Reflexivization: A Study of Reflexives in Khasi. In <i>23rd Annual Meeting of the South East Asian Linguistics Society (SEALS 2013)</i>	2013
33	S. Singh, P. & Srivastava	Womens Education in Science and Technology Spheres: Its Impact on Psychological Capital, Subjective Wellbeing and Five Personality Dimensions. In <i>International Conference on Education For All (ICEFA 2009)</i>	2009
34	S. Singh, P. & Srivastava	. Differentially abled in organization: Self perceptions and social interactions. In <i>The 12th International & National conference of Indian Academy of Applied Psychology</i>	2008
35	S. Singh, P. & Srivastava	Social Construction of the Stigma of Homosexuality in India: Insider and Outsider Perspective. In <i>9th Biennial conference of Asian Association of Social Psychology at Kunming</i>	2011
36	S. Singh, P. & Srivastava	Psychological Wellbeing and Its Indicators in the Lives of the Non-Heterosexuals. In <i>10th Biennial conference of Asian Association of Social Psychology</i>	2013
37	Usha Udaar	Case Syncretism in Haryanvi. In <i>33rd All India Conference of Linguistics, Chandigarh</i>	2011
38	Usha Udaar	Indo-Aryan Ergativity: A Case of Syntactic Inertia. In <i>14th Diachronic Generative Syntax Conference</i>	2012
39	Usha Udaar	Nepali Unergatives and Case Morphology. In <i>34th Annual Conference of Linguistic Society of Nepal</i>	2013

**Table 3.15
PhD Placement**

Sl.No	Name	Supervisor	Placement
2008			
1	Kumanesan, P.	Khurana, Amulya	Senior Administrative Officer, Indian Institute of Astrophysics, Bangalore
2009			
2	Jha, Shalini Duggal	Singh, Kamlesh	Manager- Organization and Leadership Development at iGATE
3	Kumar, Sanjay	Multani, Angelie and Sanil, V.	English University, Bucharest
4	Bhattacharya, Satarupa Ray	Barik , Kaustuva (IGNOU, New Delhi) and Upadhyay, V	---
5	Prasad, Divya S.	Khurana, Amulya and Nagpal, Jitendra (VIMHNS)	---
2010			
6	Majumder, Satarupa Dutta	Srinivasan, Amrit	Fellow, Min of Culture, Kolkata
7	Grover, Dimple	Khurana, Amulya and Ravi Shankar and (DMS, IIT Delhi)	----
8	Saxena, Vandana	Multani, Angelie	Part-Time Teaching, Vietnam
9	Agrawal, Priyanka	Nair, Rukmini Bhaya	Lecturer in the Psychology Department of Jesus and Mary College, Delhi University
10	Agarwal, Om Prakash	Upadhaya, Vrajindra and Tiwari, Geetam (CE, IIT Delhi)	Senior Urban Transport Specialist, World Bank, USA
11	Awasthi, Prachi	Amrit Srinivasan	Programme Officer, Shastri Indo- Canadian Institute
2011			
12	Dwivedi, Divya	Sanil V.	Assistant Professor, HUSS, IIT Delhi
13	Suman	Kallury, Syamala	Assistant Professor, IIT Mandi

14	Bashir, Saba Mahmood	Kallury, Syamala	Guest Faculty, Jamia Millia Islamia, Delhi
15	Ranjan, Sanjeev	Upadhyay, V	Joint Secretary, Ministry of Defence, Government of India
16	Choubisa, Rajneesh	Singh, Kamlesh	Assistant Professor of Psychology, BITS Pilani
2012			
17	Sodhi, Vineet Kaur	Syamala Kalurry	Officiating Director, Guru Nanak Dev University, Amritsar
18	Wason, Kshitija	Purnima Singh	Assistant Professor-International Management Institute, New Delhi
19	Tiwari, Bharti	Amulya Khurana	Senior Consultant, Clinical Psychotherapy, Sarthak, Delhi
20	Yadav, Swati	V.Upadhyay/Seema Sharma(DMS)	Assistant Professor (Economics), Nivedita College, Delhi University
21	Sharma, Shweta	R.B.Nair	Part-Time Clinical Psychologist, USA
22	Gupta, Malvika	R. B. Nair	Manager (Communication), Energy Advantage India Private Ltd., Noida
23	Kulkarni, Dipti	R.B.Nair	Two year Research Fellowship at the Mudra Institute of Communication, Ahmedabad.
24	Prapakaran P.	Amulya Khurana	Senior Scientist 'E' DRDO, Bangalore
2013			
25	Puri, Swaraj	Amulya Khurana	Honorary Advisor (Educational Institutions), Delhi Government
26	Malish C.M.	P.Vigneshwara	Assistant Professor, Shanthigiri Social Research Institute, Trivandrum, Kerala
27	Kipgen N.	Vibha Arora	Assistant Professor, Dept of Humanities and Social Sciences, NIT Rourkela
28	Maheshwari, Saurabh	Purnima Singh	Assistant Professor, Central University of Bihar
29	Dangi, Sonika	Kamlesh Singh	Assistant professor at Government College, Haryana
30	Pandey, Shelly	P. Vigneswara	Senior Fellow, Women's Studies & Development Center, Delhi University
31	Bawa, Arshiya	Amrit Srinivasan	Consultant, Ministry of Culture, GOI
32	Mathew Annie	Rukmini Bhaya Nair	Headmistress, St Mary's School, Delhi

4.

**Innovations, Design &
Development**

5.

R & D Environment

Table 5.1
HUSS Tuesday Seminar Series

Year	Speaker's Name	Speaker's Affiliation	Topic of Presentation
2009	Prof. V.Upadhyay	Prof. of Economics, IIT Delhi	Global meltdown: Its implications to India
	Prof. C. Upendra Rao	School of Sanskrit Studies, JNU, New Delhi	Dhvani theory and Indian poetics
	Prof. Bijoy Boruah	Prof. of Philosophy, IIT Delhi	Literature, Human possibility and the limits of language
	Prof. Amita Sinha	University of Illinois, Urbana-Champaign	The case of the Vanishing Ridge in Delhi: A Conservation Approach
	Prof. Haward Ducharme	Professor of Philosophy, University of Akron	Is Science value free
	Prof. Arlindo Villaschi	Professor of Economics, Federal University of Santo State, Brazil	Economic Crises: food for thought for India and Brazil
	Prof. Vibhod Parthasarthy	Professor of Media Studies, Jamia Millia Islamia, New Delhi	The Ecology of 'Music on Record'; Co.1898-1914:Cultural & Commercial formations of an Early Media Industry
	Prof. Vimal Kumar	Professor of Chemical Engineering, IIT Roorkee	Production , Appropriation & dynamic emergence of property Rights
	Mr. Rohit Kumar	Jawaharlal Nehru University, New Delhi	Income Inequality , Industrial Concentration and growth : A case study of the US Economy
	Prof. Dennis Smith	Professor of Sociology, Loughborough University, U.K	Displacement cycles & Interaction Rituals
	Dr. Suroopa Mukherjee	Hindu College, University of Delhi	Generating Theory in the Bhopal survivors Movement
	Dr. Ravina Aggarwal	Program Officer, Ford Foundation, New Delhi	My life on AIR: An Ethnographic Analysis of regional Radio in the Ladakh Himalayas

	Prof. Susan Visvanathan	Professor of Sociology, JNU, New Delhi	Shakespeare's sonnets & the contextualization of gender & work debates
	Dr. Avinash Kumar	Fellow, Charles Wallace India Trust, SOAS, London	The problem of Authenticity : Hindi & the popular theatre of Radheshyam Kathavachak
2010	Arindam Mandal	Siena college, Loudonville. NY	Vacancies and unemployment in a two sector search framework
	Peter Garret T	Centre for language & communication Research, Cardiff Univ., Wales, UK	Age category Boundaries and social identity strategies
	Dr. Amita Baviskar	Professor of Sociology, Institute of Economic Growth, Delhi	Good to Eat, Good to think : Changing food practices in Contemporary India
	Dr. Ferzina Banaji	Postdoc, Department of French, University of Cambridge	Representing the un-Representable: film & the Holocaust
	Dr. Kaveri Gill	Development Economist, IDRC, Canada	Evaluating science Delivery under NRHM : Findings from AP, UP, Bihar & Rajasthan
	Dr. Reetika Khera	Assistant Professor of Economics, IIT Delhi	BPL Census & an alternative
	Dr. Asmita Bhardwaj	Amity School of Architecture and Planning	Genetically Modified cotton, Aquarian crises & India's emerging Economy
	Dr. Paulomi Chakraborty	Assistant Professor of Literature, IIT Bombay	Re-Scripting 'Home & the world' Re-Composing 'Woman' Sabitri Roy's Swaralipi (The Notations)
	Arun Kumar Tripathi	Technical University Dresden, Germany	Culture of embodied which in human-computer interaction
	Khirod C. Moharana	Doctoral Student of Sociology, IIT Delhi	Leadership for global challenges
	DR. Ranjani Mazumdar	Arts and Aesthetics, Jawaharlal Nehru University, Delhi	Urban Allegories : The City in Cinema
Prof. Roland Lordinois	Professor, Centre de Sciences Humaines, New Delhi	Servants and Prophets	

	Dr. Jesim Pais	Assistant Professor of Economics, Institute for Studies in Industrial Development	Understanding the Production Process, Industrial structure and the workforce in the urban Informal sector
2011	Kranti Saran	Fellow in Philosophy, Harvard University	Must all bodily sensations feel to be located on the Body?
	Smitha Radhakrishnan	Assistant Professor of Sociology, Wellesley College, USA	Global talk, Indian selves : Vocabularies of Appropriate Difference in India's IT Industry
	Prof. Anthony P. D'Costa	Research Director, Asia Research Centre, Copenhagen Business School, Denmark	"A new Triumvirate? Japan, India and China as Innovation Partners."
	Dr. Ankur Barua	Assistant Professor of Philosophy, St. Stephens College, University of Delhi	Shall We believe what scientists tell me? Scientific reaction and the structure of reality
	Dr. Vignesh Ilavarasan	Assistant Professor of Sociology, IIT Delhi	Local for Global? R & D Centers of ICT Multinationals in India
	Dr. Vibha Arora	Assistant Professor of Sociology, IIT Delhi	Save the River Testa Movement and Envisioning its Eco-warriors
	Prof. M. Badrul Alam	Professor of Political Science, Jamia Milia Islamia, New Delh	India's Foreign policy: Opportunities and challenges
	Dr. Mallavika Sinha Roy	Visiting Fellow, Jawaharlal Nehru University, New Delh	Weapons and wounds : Modernity's Encounter with Gendered violence in postcolonial Bengal
	Dr. Gernot Saalman	University of Freiburg, Germany	The concept of Modernity and its users
	Dr. Arudra Burra	Assistant Professor of Philosophy, IIT Delhi	Coercion and moral Explanation
	Dr. Aparajita Goyal	Department of Agriculture, The World Bank	Inheritance law reform and women's access to capital
	Arun Kumar Tripathy	Philosophy of Technology Department, Technical University Dresden, Germany	Philosophy and Technology Reflection

2012	Deepta Chopra	Research Fellow, Institute of Development Studies, Sussex	State-Society Relations in Policy making : The MNREGA
	Dr.Indrani Bhattacharjee	Assistant Professor of Philosophy, Azim Premji University, Bangalore	Knowledge & Human Nature : Wittgenstein's Naturalizing of Epistemology
	Dr.Snehlata Jaswal	Visiting Fellow, IIT Delhi, New Delhi	"Feature Binding in visual working memory "
	Prof. Sanjay G. Reddy	Professor of Economics, New School for Social Research	Globalization and Inclusion
2013	Dr. Sari Kisilevsky	Assistant Professor of Philosophy, Queens College, CUNY	"Balancing security and liberty : The US policies on military commissions "
	Dr. Dorit Abusch	Professor of Linguistics, Cornell University, USA	"Narrative Images and Natural Languages "
	Dr. Misha Petrovic	Assistant Professor of Sociology, National University of Singapore, Singapore	Asian cities as centres of global Modernities
	Dr. Ananta Kumar Giri	Professor of Sociology, Madras Institute of Development Studies, Chennai	"Practical spirituality and spiritual pragmatics : New realisations of human development, social transformations and planetary realisations"
	Dr. Anant Sudarshan	Sustainability Science Fellow, Harvard Kenedy School, Harvard University	The Behavioural effects of mundancy contracts (Using information and incentives to change electricity demand)
	Prof.Amrit Srinivasan	Professor of Sociology, IIT Delhi	New media and terrorism : The representational politics of youth violence
	Dr. Ghazala Shahabuddin	Ambedkar University Delhi	When people work for Forests
	Dr. Sourabh .B.Paul	Assistant Professor of Economics, IIT Delhi	Community Identity and Skill mismatch : A study on the Indian Labour Market.

Dr. Amit Ahuja	University of California, Santa Barbara	"Crossing caste Boundaries in the Modern Indian Marriage Market"
Dr.Shireen Mirza	Assistant Professor of Sociology, IIT Madras	Urban shi'a geographies : Production of space in old cities and new slums
Prof.Anvita Abbi	Professor of Linguistics, JNU New Delhi	"Identification of a New Language Family in the Andamans : Challenges in Documentation "
Prof.Dan Slobin	Professor of Psychology and Linguistics, University of California, Berkeley	"Language and Cognition: Why Does it Matter? "
Dr.Girish Agrawal	Visiting Fellow, IIT Delhi, New Delhi	"Road safety and the law: In the Legislature & in the Courts "
Dr.Parama Roy	Assistant Professor of Geography, University of Copenhagen, Denmark	"Citizen Involvement in collaborative governance -- Opportunities and challenges : Reflections from Atlanta and Copenhagen "
Prof. Keya Maitra	Professor, Department of Philosophy, University of North Carolina at Asheville	Consciousness & Attention in the Bhagavad-Gita
Prof Mohammed Mohsin	Associate Professor, Department of Economics, University of Tennessee	Domestic Inflation and International Oil Price in a Two-Sector Open Economy
Neha Gupta	Doctoral Student, Delhi School of Economics, University of Delhi	Detection, Identification and Estimation of Loss Aversion: Evidence from an Auction Experiment



HUSS Tuesday Seminar Series





HUSS Tuesday Seminar Series



Table 5.2
Development and Justice Lecture Series

Sl.	Speaker	Title of the Talk	Speaker Affiliation	Date
1	Aruna Roy	Right to Information and Democratic Survival	Mazdoor Kisan Shakti Sangathan, Rajasthan	7 Aug 2013
2	Nivedita Menon	Seeing like a Feminist	Jawaharlal Nehru University, New Delhi	10 Aug 2013
3	Uma Chakravarti	Sexual Violence, Impunity, and States of Emergency	Delhi University	6 Nov 2013
4	Shiv Vishwanathan	Development and Justice: Epistemologies for Democracy	Jindal Global University	12 March 2014
5	Sunita Narain	TBD	Centre for the Study of Environment	16 April 2014



(Prof. Uma Chakravarti at IITD)

Table 5.3
Interdisciplinary PhD Dissertations (2008-13)
Completed

Sl.	Name of the Student	Title of the Dissertation	Disciplines and Supervisors
1	Kumar, Sanjay	Reading the Stage: Interrogating Contemporary Urban Theatre in India	Angelie Multani (Literature) and Sanil, V. (Philosophy)
2	Prasad, Divya S.	Effect of Life Skills Based Health Education on Adolescent Students Awareness of and Attitude Towards Substance Use	Khurana, Amulya (Psychology) and Nagpal, Jitendra (Mental Health-VIMHNS)
3	Grover, Dimple	Corporate Governance and Ethical Climate: a Study of Select Indian Companies	Khurana, Amulya (Psychology) and Ravi Shankar (Management)
4	Agarwal, Om Prakash	Institutional Arrangements for the Provision of Urban Public Transport	Upadhaya, V. (Economics) and Tiwari, Geetam (Civil Engineering)
5	Yadav, Swati	Empirical Analysis of Use of Fiscal Policies as a Stabilisation Tool in India	V.Upadhyay (Economics) and Seema Sharma (Management)

6.

Outreach & External Stakeholder Engagement

7

Governance

Table 7.1
Faculty Strength at Various Levels

Assistant Professor	18
Associate Professor	5
Professor	9
Total	32

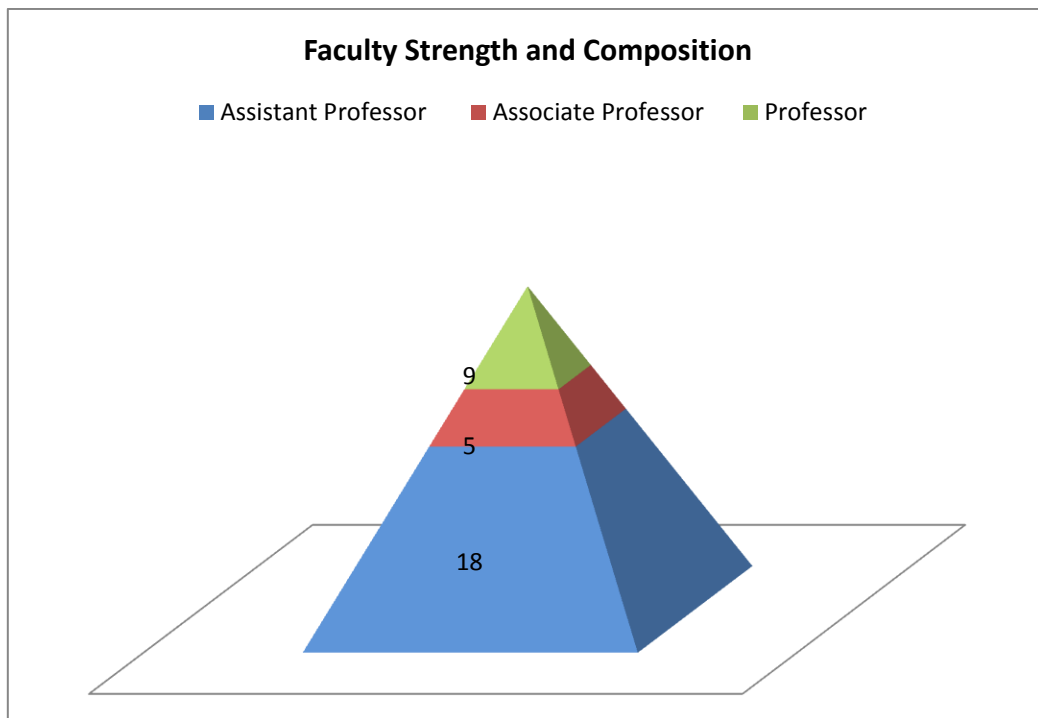


Table 7.2
Discipline-Wise Faculty Distribution

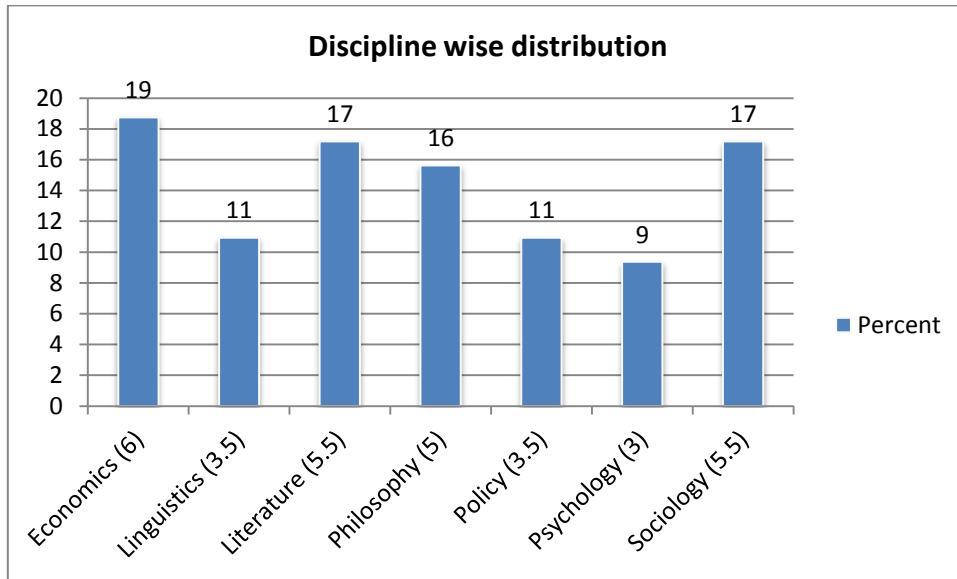


Table 7.3
Faculty Past Affiliations

Sl.	Name	Discipline	PhD Received from	Year
1	Ambuj D. Sagar	Policy Studies	Massachusetts Institute of Technology, USA	1994
2	Amrit Srinivasan	Sociology	Cambridge University, UK	1984
3	Angelie Multani	Literature	Jawaharlal Nehru University, New Delhi	2002
4	Ankush Agrawal	Economics	Indira Gandhi Institute of Development Research, Mumbai	2010
5	Arjun Ghosh	Literature	Jawaharlal Nehru University, New Delhi	2007
6	Arudra Burra	Philosophy	Princeton University, USA	2011
7	Bharati Puri	Philosophy	Jawaharlal Nehru University, New Delhi	2002
8	Bijoy Boruah	Philosophy	University of Guelph, Canada	1984
9	C. A. Tomy	Philosophy	Hyderabad Central University, Hyderabad	1996
10	Debasis Mondal	Economics	Indian Statistical Institute, Kolkata	2008
11	Divya Dwivedi	Literature/Philosophy	Indian Institute of Technology (IIT) Delhi	2011
12	Farhana Ibrahim	Sociology	Cornell University, USA	2005
13	Jayan Jose Thomas	Economics	Indira Gandhi Institute of Development Research, Mumbai	2005
14	Kamlesh Singh	Psychology	University of Rajasthan, Jaipur	1994
15	Naveen Thayyil Kamaluddin	Policy Studies	Tilburg University, the Netherlands	2011
16	Paroma Sanyal	Linguistics	English and Foreign Languages University, Hyderabad	2010
17	Pritha Chandra	Linguistics	University of Maryland, College Park, USA	2007
18	Purnima Singh	Psychology	University of Allahabad, Allahabad	1985
19	Rajakrishnan Rajkumar	Linguistics	Ohio State University, USA	2012
20	Ravinder Kaur	Sociology	University of Delhi, Delhi	1986

21	Reetika Khera	Economics	Delhi School of Economics, University of Delhi, Delhi	2006
22	Richa Kumar	Sociology/Policy Studies	Massachusetts Institute of Technology, USA	2009
23	Rukmini Bhaya Nair	Literature/Linguistics	University of Cambridge, UK	1982
24	Sanil V.	Philosophy	Indian Institute of Technology (IIT), Kanpur	1995
25	Sarbeswar Sahoo	Sociology	National University of Singapore (NUS), Singapore	2010
26	Simona Sawhney	Literature	University of California, Irvine	1996
27	Sourabh Paul	Economics	University of British Columbia, Vancouver, Canada	2011
28	Stuti Khanna	Literature	Oxford University, UK	2007
29	Upasna Sharma	Policy Studies	Indian Institute of Technology (IIT), Bombay	2009
30	V. Upadhyay	Economics	McMaster University, Canada	1984
31	Varsha Singh	Psychology	Indian Institute of Technology (IIT), Bombay	2011
32	Vibha Arora	Sociology	Oxford University, UK	2004

Table 7.4
Gender Composition

Male	14
Female	18
Total	32

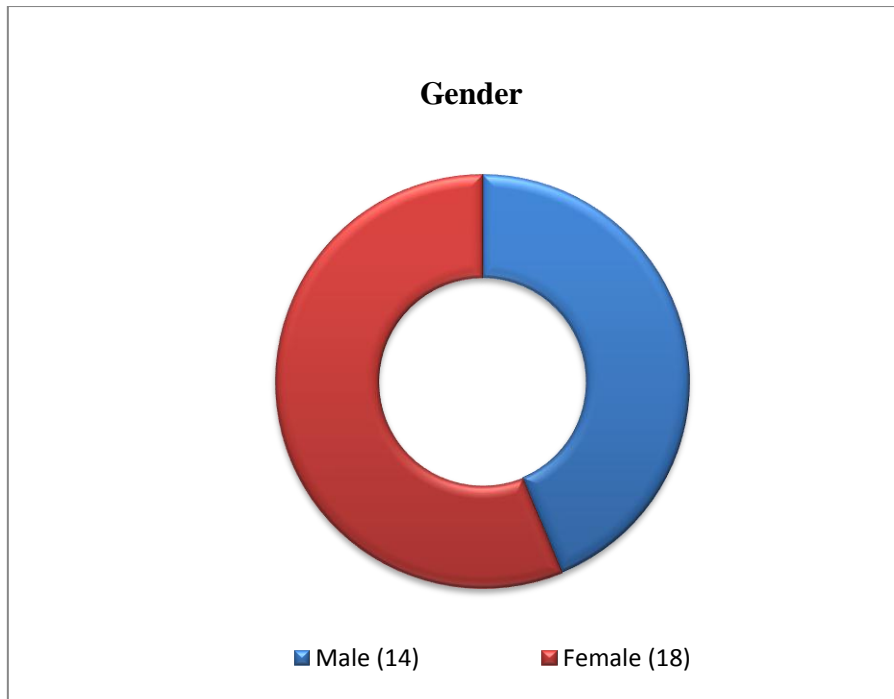


Table 7.5
Regional Representation of Faculty Members

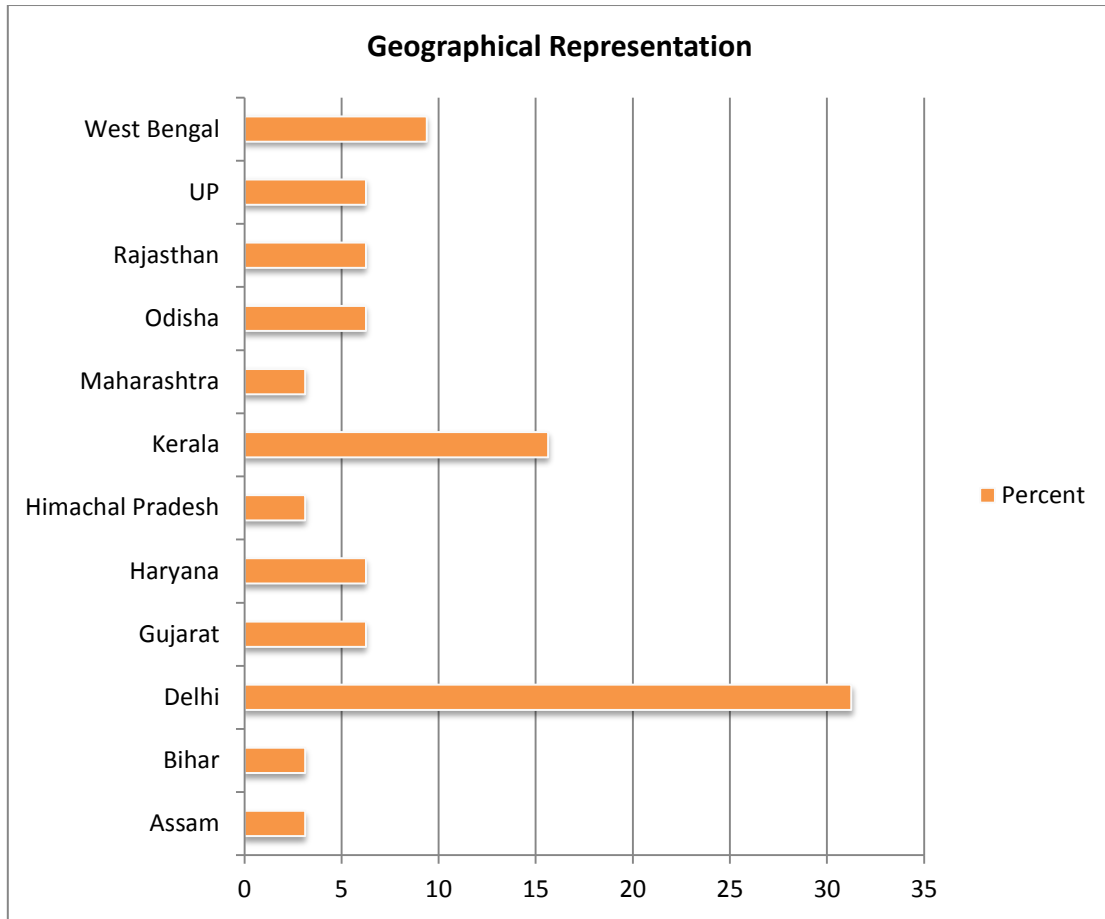


Table 7.6
Existing and Projected Staff

Sl. No.	Profile	Existing	Projected requirement
1	Store keeper	0.5	1
2	Technical assistants	1	2
3	Librarian	0	1
4	Language instructors	2	4
5	Clerical staff	2	4
6	Support staff	2	2

Table 7.7
Current Space Allotment of the Department

Sl. No.	Purpose	Area (Sq.Ft.)
1	Faculty space	5463
2	Research/Teaching Lab	1710
3	Utility space (Office, Library, Store)	844
4	Research Scholar's space	320
	Total	8337

Current Laboratory Space Allotment of the Department

Sl. No.	Purpose	Area (Sq.Ft.)
1	Behavioural and Cognitive Sciences Laboratory	408
2	English Language Laboratory	1002
3	Inventory space and Corridor of English language lab.	300
	Total	1710

Space Management of the Department

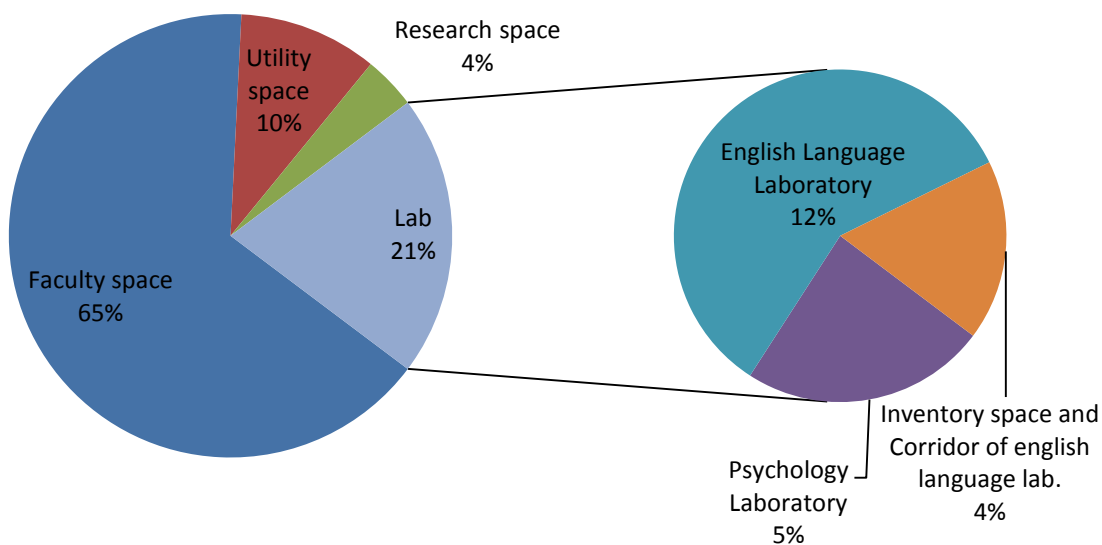


Table 7.8
Eligible and Projected Space

Current Available Space (Sq.ft.)	Eligible with Current Faculty Strength (Sq.ft) (650sq.ft per faculty)	Required for Projected Faculty Strength of 56 (Sq.ft) (650sq.ft per faculty)
8337	20800	36400

Table 7.9
Budget Allocation and Finance (2008-09 to 2013-14)

Year	NPN05 Consumables		PLN 05 Furniture and Office Equipments		PLN03 Teaching Equipments		PLN06R Research Grant		PLN03/F Faculty Grant	
	Sanctioned	Spent	Sanctioned	Spent	Sanctioned	Spent	Sanctioned	Spent	Sanctioned	Spent
2008-09	1691000	1423000	--	--	4128000	3942000	522000	364000	300000	NIL
2009-10	1180000	1178000	--	--	1210000	1050000	--	--	300000	NIL
2010-11	1750000	1588000	738000	648000	900000	62000			300000	NIL
2011-12	1800000	944000	437000	354000	3500000	2966000	300000	150000	540000	517000
2012-13	1500000	1263000	415000	336000	2000000	1551000	150000	60000	360000	360000
2013-14	3200000	817795	485500	400000	3500000	181528	10000000	635000	600000	150000

*Details collated from Finance and Accounting System, Central Accounts, Departmental Budget Allocation.

Chart 1
Organization Structure

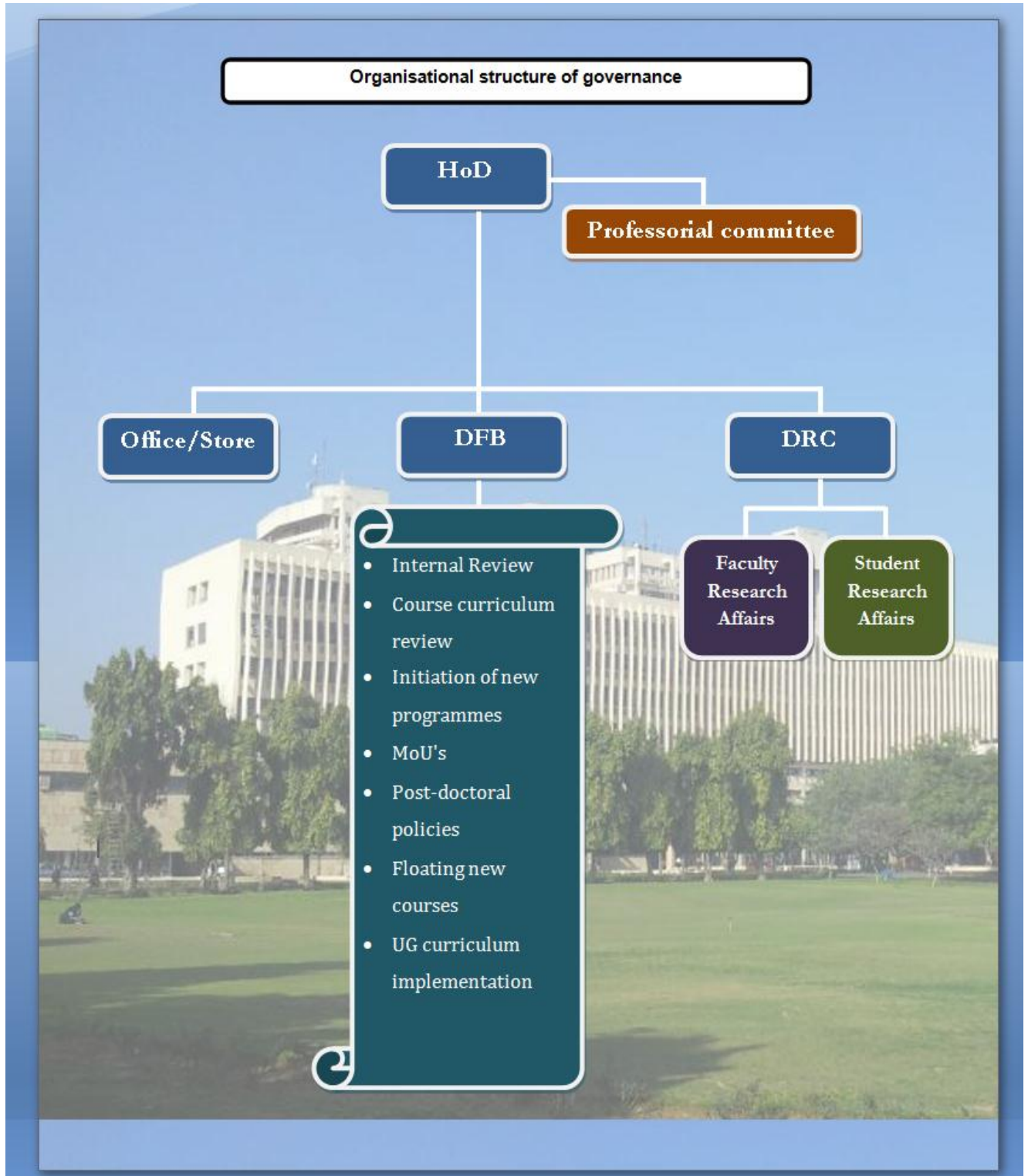


Chart 2
Committees and Co-ordinators

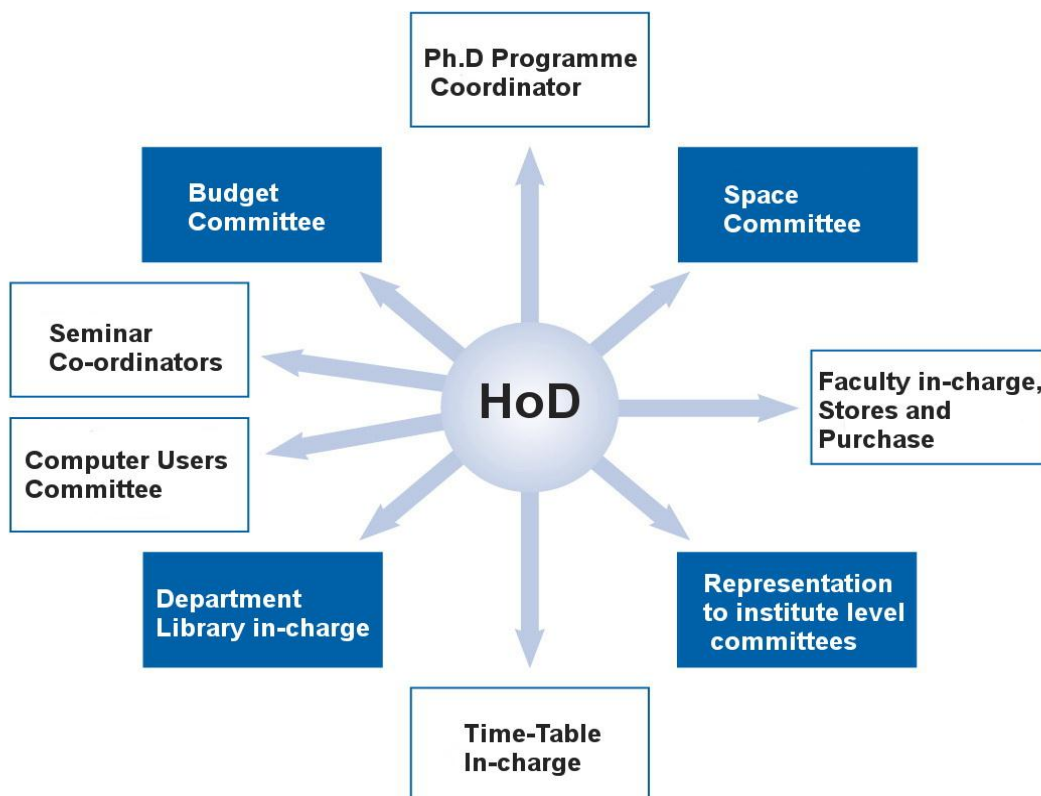


Chart 3
The Collaboration Network of the Department

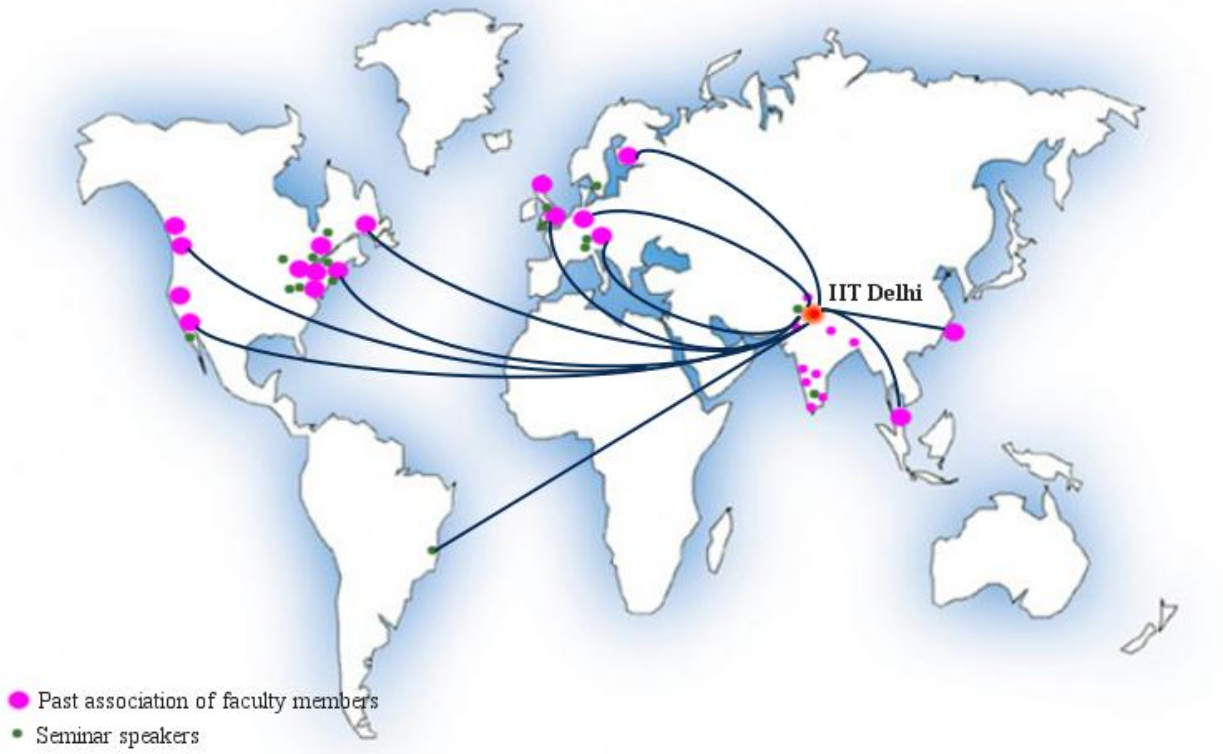
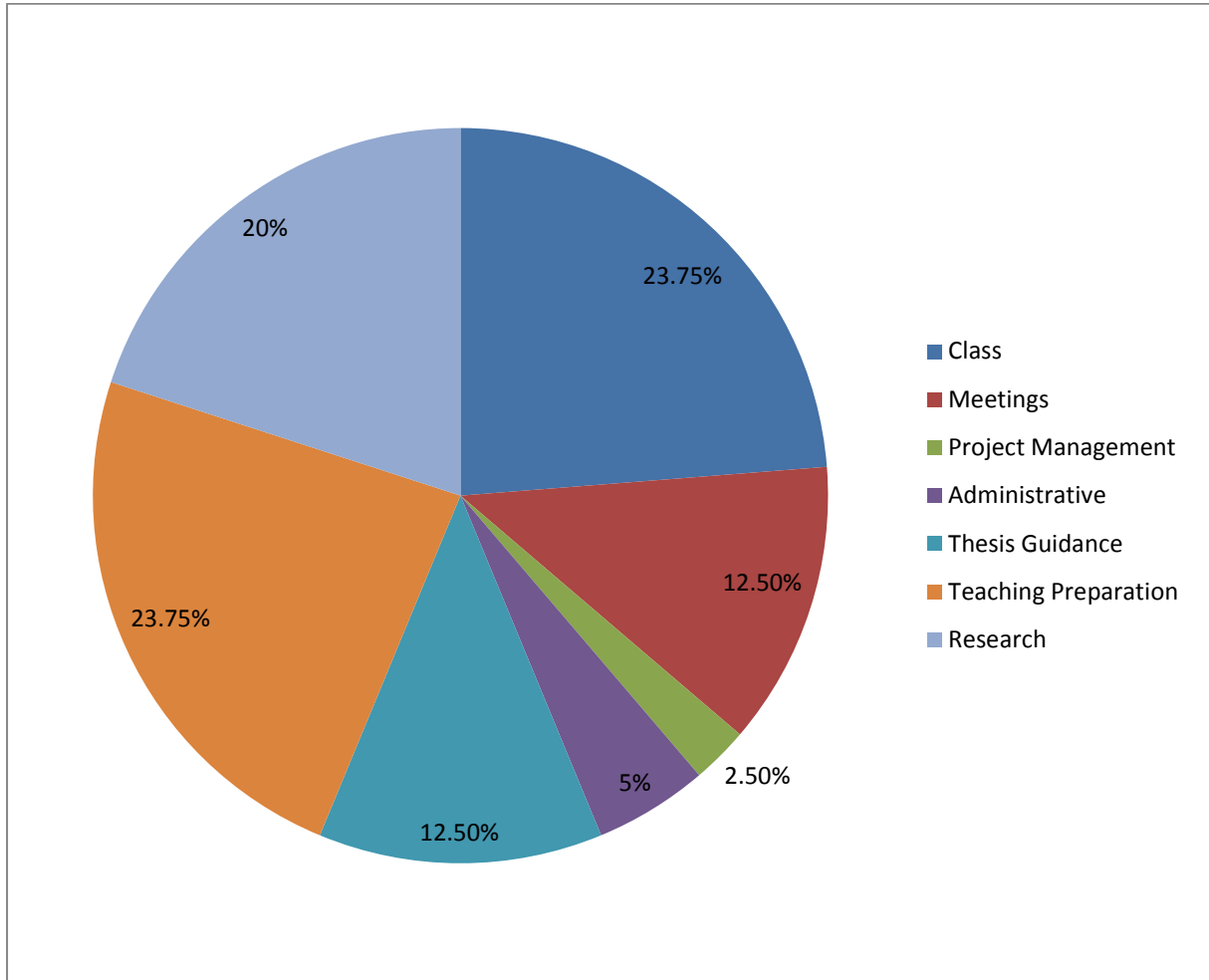


Chart 4
Faculty Time Management



Department Meetings



8

Benchmarking

9

Feedback Systems & Results

Table 9.1
Course Feedback (2010-13)

Semester		UG Courses	PG Courses
I semester 2010-11	No: of courses	19	5
	Average Class Size	73.47	40.20
	Average Scores (5)	3.60	3.95
II semester 2010-11	No: of courses	24	9
	Average Class Size	50.17	18.33
	Average Scores (5)	3.71	3.86
II-2011-2012	No: of courses	22	9
	Average Class Size	68.77	28.78
	Average Scores (5)	3.85	4.33
I-2012-2013	No: of courses	20	9
	Average Class Size	75.85	31.67
	Average Scores (5)	3.78	4.45
II-2012-2013	No: of courses	23	8
	Average Class Size	74.91	45.88
	Average Scores (5)	3.75	4.23
I-2013-2014	No: of courses	28	11
	Average Class Size	66	30.36
	Average Scores (5)	3.78	3.99

Chart 5
UG and PG Feedback Average

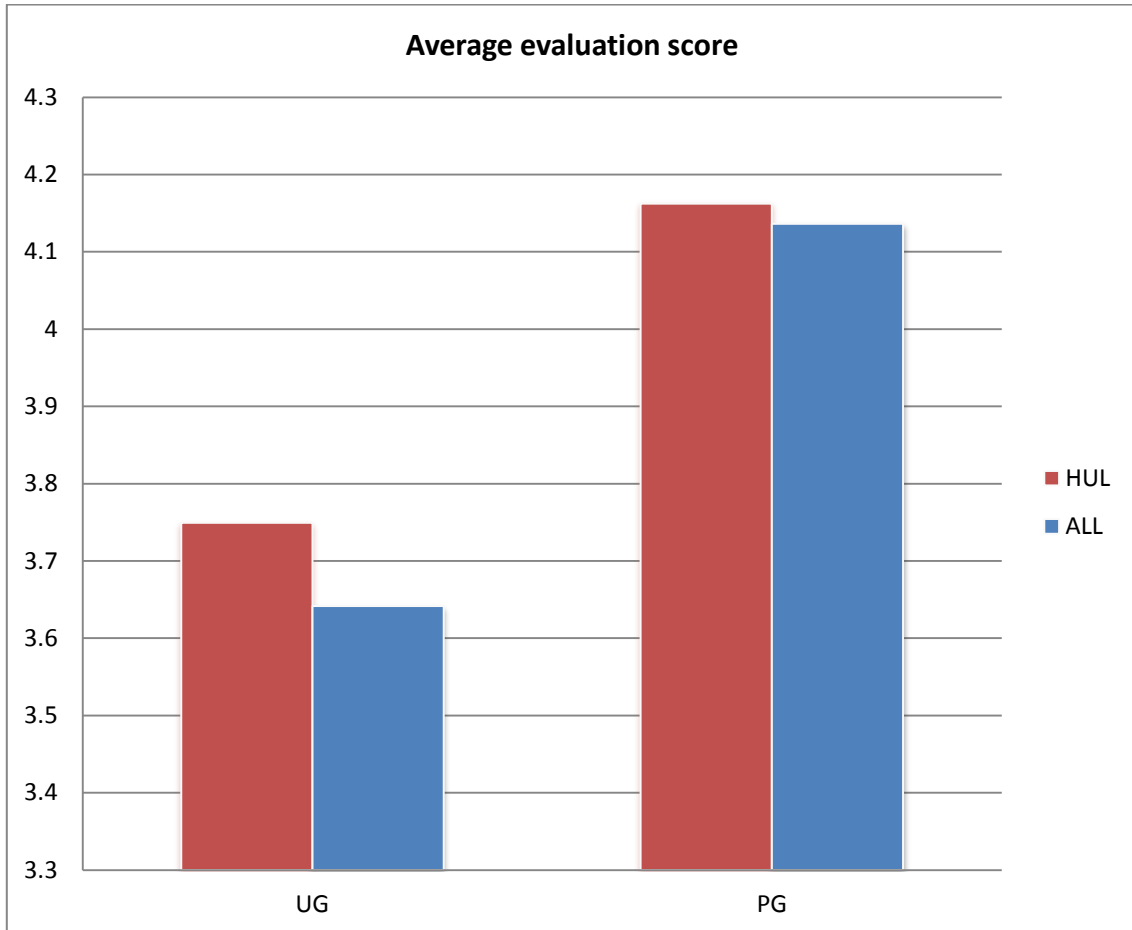


Chart 6
UG and PG Feedback across Departments

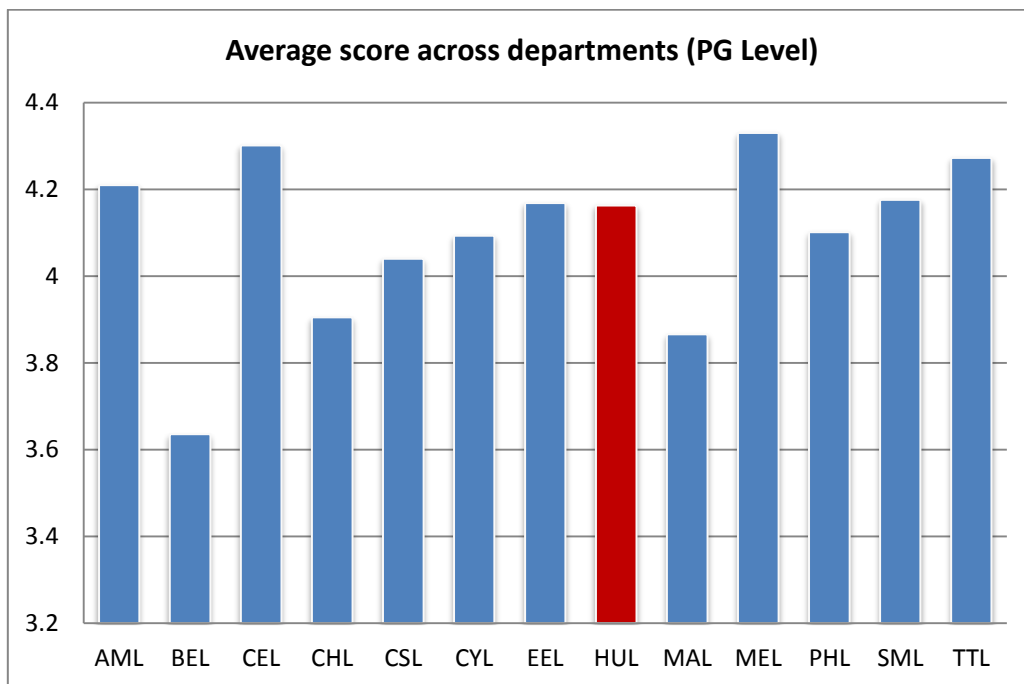
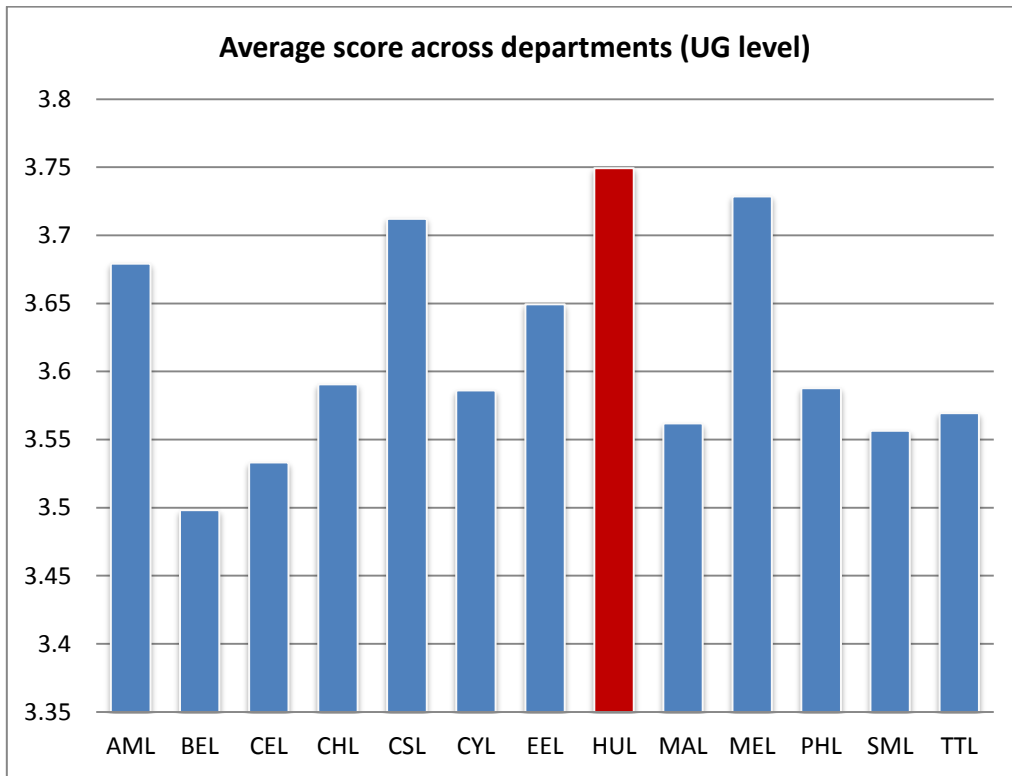
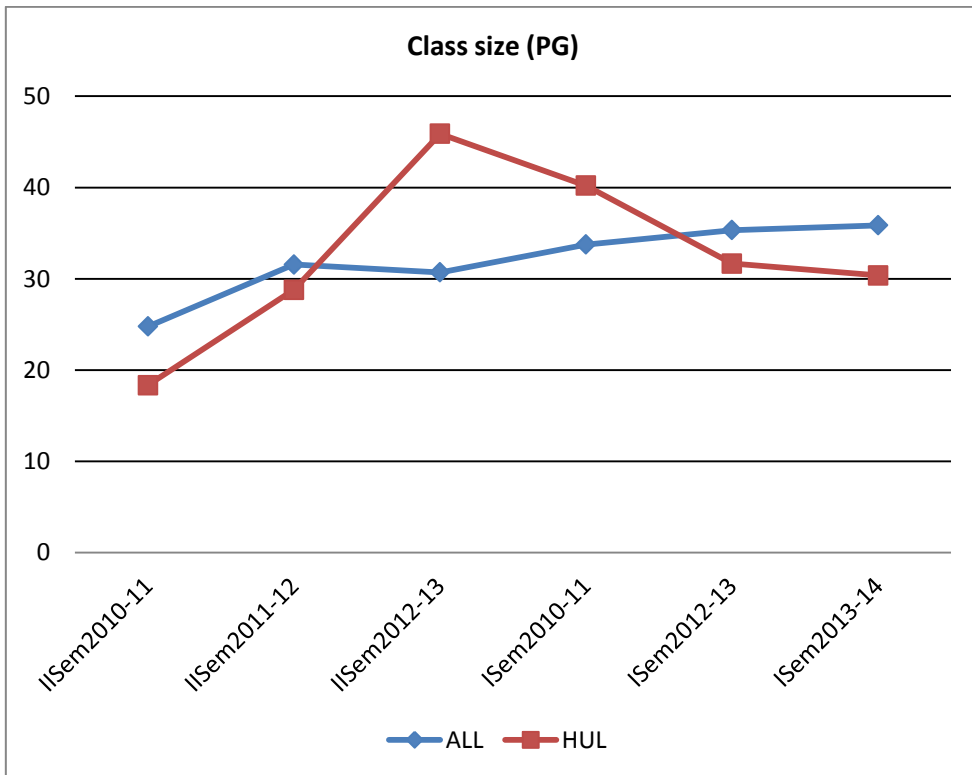
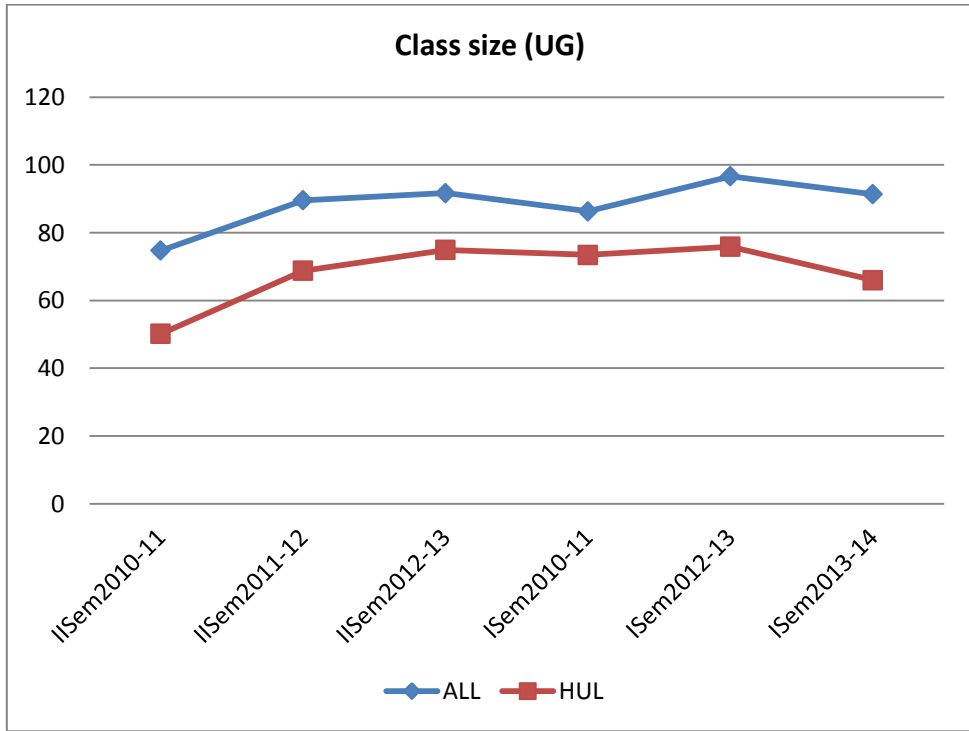


Chart 7
Average UG and PG Class Size



Appendix 1

UG Curriculum Review

The following courses are to be dropped from the existing list of HUSS courses (as per HUSS DFB Minutes dt. 24 Aug 2012):

HUL233:	American Literature
HUL235:	Technical Communication
HUL255:	History of Natural Science – Copernicus to Einstein
HUL264:	Managerial Behaviour – Psycho-social Dimensions
HUL266:	Industrial Safety – Psychological Dimensions
HUL283:	Industrial Organization
HUL284:	Participative Management
HUL285:	Social Responsibility of Scientists and Technologists
HUL288:	Science and Humanism: Towards a Unified World View

The following courses are to be carried forward from the existing list of HUSS courses:

HUL211	Introduction to Economics
HUL212	Microeconomics
HUL213	Macroeconomics
HUL231	Introduction to Literature
HUL276	Sociology of Knowledge
HUL282	System and Structure: An Introduction to Communication Theory
HUL290	Technology and Culture

The following is a list of Course Templates included in this booklet. Some of them are updated versions of existing courses:

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
HUL232	HUL232	Modern Indian Fiction in Translation	Arjun Ghosh		Literature
	HUL235	Rise of the Novel	Arjun Ghosh	Yes	Literature
HUL236	HUL236	An Introduction to Drama	Angelie Multani		Literature
HUL237	HUL237	Contemporary Fiction	Angelie Multani		Literature
HUL240	HUL238	Indian English Poetry	Arjun Ghosh		Literature
HUL239	HUL239	Indian Fiction in English	Stuti Khanna		Literature
	HUL242	Fundamentals of Language Sciences	Pritha Chandra	Yes	Linguistics
	HUL243	Language and Communication	R.B. Nair	Yes	Linguistics
HUL251	HUL251	Introduction to Logic	C.A. Tomy		Philosophy

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
	HUL252	Social and Political Philosophy	Bharati Puri	Yes	Philosophy
HUL253	HUL253	Moral Literacy and Moral Choices	Sanil		Philosophy
HUL256	HUL256	Critical Thinking	Bijoy Boruah		Philosophy
HUL261	HUL261	Introduction to Psychology	Kamlesh Singh		Psychology
HUL265	HUL265	Theories of Personality	Kamlesh Singh		Psychology
HUL267	HUL267	Positive Psychology	Kamlesh Singh		Psychology
HUL271	HUL271	Introduction to Sociology	Farhana Ibrahim		Sociology
HUL272	HUL272	Introduction to the Sociology of India	Ravinder Kaur		Sociology
HUL275	HUL275	Environment, Development and Society	Vibha Arora		Sociology
HUL291	HUL281	Technology and Governance	Richa Kumar		Sociology
HUL286	HUL286	Social Science Approaches to Development	Ravinder Kaur		Sociology
HUL289	HUL289	Science, Technology and Human Development	Richa Kumar		Policy
	HUL310	Selected Topics in Policy Studies		Yes	Policy
	HUL311	Applied Game Theory	Debasis Mondal	Yes	Economics
	HUL312	Distribution and Growth	Debasis Mondal	Yes	Economics
HUL214	HUL314	International Economics	Jayan Jose Thomas		Economics
HUL215	HUL315	Econometric Methods	Jayan Jose Thomas		Economics
HUL216	HUL316	Indian Economic Problems and Policies	Reetika Khera		Economics
	HUL318	Public Finance and Public Economics	Reetika Khera	Yes	Economics
	HUL320	Selected Topics in Economics		Yes	Economics
HUL238	HUL331	Modernist Fiction	Stuti Khanna		Literature
HUL307	HUL332	Fantasy Literature	Angelie Multani		Literature
HUL308	HUL333	Theatre of the Absurd	Angelie Multani		Literature
	HUL334	From Text to Film	Stuti Khanna	Yes	Literature
	HUL335	Indian Theatre	Arjun Ghosh	Yes	Literature
	HUL336	Workshop in Creative Writing	R.B. Nair	Yes	Literature
	HUL338	Functions of Satire	Divya Dwivedi	Yes	Literature

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
	HUL340	Selected Topics in Literature		Yes	Literature
	HUL341	Meaning in Natural Language	Pritha Chandra	Yes	Linguistics
	HUL350	Selected Topics in Linguistics		Yes	Linguistics
	HUL351	Philosophy of History	Bharati Puri	Yes	Philosophy
HUL252	HUL352	Problems in Classical Indian Philosophy	Bijoy Boruah		Philosophy
	HUL353	Philosophical Themes in Biological Sciences	Sanil	Yes	Philosophy
HUL254	HUL354	Art and Technology	Sanil		Philosophy
HUL274	HUL355	Philosophy and intellectual history in India	Bharati Puri	Yes	Philosophy
	HUL356	Buddhism Across time and Place	Bharati Puri	Yes	Philosophy
HUL257	HUL357	Introduction to Philosophy of Science	C.A. Tomy		Philosophy
	HUL358	Philosophy of Mind	Bijoy Boruah		Philosophy
	HUL359	Metaphysics of the self	Bijoy Boruah	Yes	Philosophy
	HUL360	Selected Topics in Philosophy		Yes	Philosophy
HUL317	HUL361	Applied Positive Psychology	Kamlesh Singh	Yes	Psychology
HUL263	HUL362	Organizational Behaviour	Kamlesh Singh		Psychology
	HUL363	Community Psychology	Kamlesh Singh	Yes	Psychology
	HUL364	Understanding the Social Being	Kamlesh Singh	Yes	Psychology
HUL262	HUL365	Environmental Issues: Psychological Analysis	Kamlesh Singh		Psychology
	HUL370	Selected Topics in Psychology		Yes	Psychology
HUL273	HUL371	Science, Technology and Society	Richa Kumar		Sociology
	HUL372	Agrarian India: Past and Present	Richa Kumar	Yes	Sociology
HUL301	HUL375	The Sociology of Religion	Farhana Ibrahim		Sociology
HUL401	HUL376	Political Ecology of Water	Vibha Arora		Sociology
	HUL377	Gender, Technology and Society	Ravinder Kaur	Yes	Sociology
HUL287	HUL378	Industry and Work Culture under Globalization	Vibha Arora		Sociology
	HUL380	Selected Topics in		Yes	Sociology

Old Number (as in Courses of Study 2012-13)	New Number (as included in this booklet)	Course Title	Submitted by	New Course	Discipline
		Sociology			
	HUL381	Mind, Machines and Language	R.B. Nair	Yes	
	HUL382	Romanticism in Philosophy, Politics and Aesthetics	Divya Dwivedi	Yes	Philosophy

Appendix 2

Major DFB Decisions (2008-2013)

An illustrative list of significant matters that were discussed in DFB meetings between 1 August 2008 to 31 August 2013 are outlined below-

- A preliminary structure of the proposed Development and Justice integrated MA programme was started on 16 April 2013. The matter is under discussion.
- The faculty boards were requested to debate on recommendations of the undergraduate curriculum implementation committee vide letter No.IITD/ADAC dated 8 February 2013. Recommendations were posted for curriculum review and approval process. Currently the tiering system of tutorials is in place for the courses of the department and will be implemented by IITD in July 2014.
- The DFB decided that HUL100 *Introduction to Humanities and Social Sciences* course be scrapped. Instead an English language proficiency course has been introduced for all first year students vide DFB minutes of 19 February 2013.
- HUSS has emphasized the need for IIT Delhi to enter into collaboration / MoU's with universities and institutes abroad that have a strong presence in research in the HUSS disciplinary area/s. The department has additionally emphasized the need for greater interaction and exchange with other institutions in Delhi (JNU / DU / SAU).
- An MoU initiated by the HUSS was dispatched by IITD to JNU. The MoU will facilitate transfer of credits by the coming semester.
- An MoU was signed between HUSS, IITD and ISCTE, Lisbon, Portugal in 2009. It was discussed in the DFB on 13 April 2010 once again.
- During the visit by the Director to the department on 24 February 2012, the HUSS vision was encapsulated as – “to strengthen its research orientation while continuing to contribute to UG teaching; to advance knowledge and raise the profile of the department and the institute; to work concertedly to attract better faculty and students” vide DFB Minutes of 6 February 2012.
- Faculty members have continued to float new PG and UG courses.
- A special DFB held on 19 February 2010 focused on the mid-term curriculum review with a disciplinary focus at second year level subsequently leading to advanced courses in the following years. A proposal to develop higher level courses as theme based or India based was taken up.

The department has discussed and initiated training programmes for TA's and new faculty on classroom techniques and infrastructure and the use of Sakai and TurnItIn.

Appendix 3

Institute-level Short-listing Criteria for Faculty Positions

MINIMUM SHORT -LISTING CRITERIA FOR AN ASSISTANT PROFESSOR:

- Ph.D. with 3 years experience (excluding the experience gained while pursuing Ph.D.),
- First class or equivalent grade in preceding degree in respective discipline, with a consistently good academic record,
- Potential for very good teaching,
- Maximum age is 35 years for male and 38 years for female candidates (to be relaxed by 5 years in case of persons with physical disability, SC and ST and 3 years in case of OBC), and
- At least 4 refereed conference/journal papers (of which at least 2 should be in reputed journals).

MINIMUM SHORT-LISTING CRITERIA FOR AN ASSOCIATE PROFESSOR:

- Ph.D. with 6 years experience (excluding the experience gained while pursuing Ph.D.) of which at least 3 years should be as Assistant Professor or equivalent,
- First class or equivalent grade in preceding degree in respective discipline, with a consistently good academic record,
- Should have demonstrated capability for good teaching,
- At least 10 refereed conference/journal papers (of which at least 4 should be in reputed journals, out of which at least 2 in last 3 years), and
- Completed at least one sponsored R&D or consulting project as a PI, or completed two sponsored R&D or consulting projects as a co-PI.

MINIMUM SHORT -LISTING CRITERIA FOR A PROFESSOR:

- Ph.D. with 10 years experience (excluding the experience gained while pursuing Ph.D.) of which either.
- At least 4 years should be as Associate Professor or equivalent, or
- At least 8 years should be as Assistant Professor or equivalent (in case of Institutions where the post of Associate Professor or equivalent does not exist),
- First class or equivalent grade in preceding degree in respective discipline, with a consistently good academic record,
- Should have demonstrated excellence in teaching.
- At least 20 refereed conference/journal papers (of which at least 8 should be in reputed journals, out of which at least 3 in last 4 years),
- Should have guided independently at least one Ph.D. student, or have guided at least two Ph.D. students jointly with other faculty/researchers, and Completed:
- One sponsored R&D or consulting project as a PI, and
- One more sponsored R&D or consulting project as a PI, or two sponsored R&D or consulting projects as a co-PI.

Appendix 4

Feedback Questionnaire Indian Institute of Technology Delhi

Semester Feedback Summary

You are requested to write your detailed comments which will be used to improve the course and its delivery.

Course No. & Title:

Instructor's Name:

Date:

Entry year:

Group:

Discipline:

Name (optional):

1. Section:

Course Organization & Delivery

Q.1 How clearly was the course plan presented?

Rating:

Rating / Response

Student Count

1-Poor

2

3

4

5-Excellent

No Opinion

Q.2 Did the course content met course objectives adequately?

Rating:

Q.3 How were the lectures organized in terms of clarity and presentation of concepts? Rating:

Q. 4 How effectively could the teacher communicate?

Rating:

Q. 5 How receptive was the teacher to questions inside and outside the classroom?

Rating:

Q. 6 How much did the teacher encourage independent thinking?

Rating:

Q. 7 How much did the teacher encourage logical thinking?

Rating:

2. Section:**Learning**

Q. 1 How much did the teacher encourage independent thinking?

Rating:

3. Section:**Exams & Evaluation**

Q. 1 Did the examinations test understanding of the course?

Rating / Response

Student Count

No

No Opinion

Yes

Q. 2 Were the question papers of an appropriate length?

Q. 3 Was the evaluation prompt?

Q. 4 Were the evaluated answer scripts shown to you?

Q. 5 Did the evaluation help you to understand your mistakes?

4. Section:**General Questions**

Q. 1 How would you rate the work-load of this course?

Rating / Response

Student Count

Just Right

No Opinion

Too Heavy

Very Little

Q. 2 Were the lectures held regularly?

Q. 3 Were the lectures held on time?

Q. 4 Was the course evaluation policy announced at the beginning of the semester?

Q. 5 Was the attendance policy announced at the beginning of the semester?

Q. 6 Did the teacher take note of the mid-semester feedback?

Q. 7 Was there a significant variation among the different lecture sections?

5. Section:

General Comments

Q. 1 Would you consider this course as one of the five best-taught courses you have done so far?

Rating / Response

Student Count

No

No Opinion

Yes

6. Section:

Subjective Questions Summary

Q. 1 What did you like the most about this course?

Feedback (example)

- 1 Course content firstly and then I think I was lucky to have Prof. AAA as a course coordinator. That guy is just an amazing prof. Especially when it comes to the food packages! :D
- 2 The fact that this course helped me understand economics to a better extent, helped me realise that I had for the subject.
- 3 regularity in classes and a balanced paper.
- 4 The number of topics that were covered
- 5 The way of concise presentation of concepts and intuition

Q. 2 What did you dislike the most about this course?

Q. 3 Any Suggestions or comments about the course.

Appendix 5

List of Under Graduate Courses

HUL232: Modern Indian Fiction in Translation

4 Credits (3-1-0)

Pre –requisites: NLN100

Students would be introduced to the conditions, beginning in 19th century colonial rule in India, which led to the emergent Indian middle-class intelligentsia to experiment with European forms of literature but striving for an alternative expression. Indian languages became the medium through which writers sought to address issues of identity, tradition, modernity, gender, the rural and the urban, the private and the public. The course will study the various experiments in narration, language, characterization and style undertaken by authors to shape these themes.

Suggested Readings:

- Vaikom Muhammad Basheer. V. Abdulla trans. *Poovan Banana and other stories* (Orient Longman, 2005).
- Bhabani Bhattacharya ed. *Contemporary Indian Short Stories* (Sahitya Akademi, 2006).
- Mahasweta Devi. Samik Bandopadhyay trans. *Mother of 1084* (Seagull, 2008).
- Vinay Dharwadekar and A.K. Ramanujan eds. *The Oxford Anthology of Modern Indian Poetry* (Oxford UP, 1998).
- Chandrasekhar Kambar, H Kanhailal and Habib Tanvir. *Twist in the Folktale* (Seagull, 2004).

HUL235: Rise of the Novel

4 Credits (3-1-0)

Pre –requisites: NLN100

The socio-political contexts which lead to the rise of the novel in Europe – the emergence of print, the expansion of literacy, and the establishment of capitalism. Through a close reading of selected texts accompanying concepts like the rise of the modern individual, varied narrative techniques and national consciousness. The emerging sub-genres of the novel – the comic, the picaresque, the historical novel and the realist novel. The linkage of the novel to the colonial project and its influence on world literature.

Suggested Readings:

- Miguel de Cervantes Saavedra. *The ingenious Hidalgo Don Quixote de la Mancha* (1605-1615; Penguin, 2001).
- Aphra Behn. ed. Lore Metzger. *Oroonoko or, the Royal Slave: A True History* (1688; New York and London: W.W. Norton, 1973).
- Daniel Defoe. *The Life and Adventures of Robinson Crusoe of York, Mariner* (1719; Wordsworth Editions, 1993).

- Jonathan Swift. *Travels into Several Remote Nations of the World, in Four Parts. By Lemuel Gulliver* (1726; Wordsworth Editions, 1992)
- Laurence Stern. *The Life and Opinions of Tristram Shandy, Gentleman* (1759-1767; New York: Garland Publishing, 1975)

HUL236: Introduction to Drama

(3-1-0) 4 Credits

Pre –requisites: NLN100

Brief history of the development and importance of drama in Western and Indian contexts. Readings from both ancient and contemporary drama theorists. Generic differences between different forms of drama such as tragedy, comedy, realist, 'folk', Absurd, etc. Detailed study of important examples of different forms of drama.

Suggested Readings:

- Bentley, Eric ed, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama*. Harmondsworth: Penguin Books, 1968.
- Elam, Keir, *The Semiotics of Theatre and Drama*. London: Routledge, 1980
- Jain, Nemichandra, *Indian Theatre: Continuity and Change*. New Delhi: Vikas Publishing House Pvt. Ltd., 1992.
- Read, Alan, *Theatre and Everyday Life - An Ethics of Performance*, London & New York: Routledge, 1993.
- Szondi, Peter, *Theory of Modern Drama*. Cambridge: Cambridge Polity Press, 1987

HUL237: Contemporary Fiction

(3-1-0) 4 Credits

Pre –requisites: NLN100

To introduce students to fiction written after the modernist era. The course aims to acquaint students with representative contemporary fiction, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds. To look closely at themes which have emerged post the Cold War, emerging nationalisms and the search for individual/social values amid a sense of tremendous change and technological development.

Suggested Readings:

- Bradbury Malcolm (Ed). *Contemporary Writers on Modern Fiction*, Manchester University Press, Manchester, 1977.
- Lodge, David. *The Art of Fiction*. Viking. New York. 1992.
- Matz, Jesse. *The Modern Novel: A Short Introduction*. Blackwell Publishing Ltd. Oxford. 2004.
- Morrison Jago, *Contemporary Fiction*, Routledge, London, 2003.
- Waugh Patricia, *Metafiction: The Theory and Practice of Self-Conscious Fiction*. Methuen & Co. London. 1984

HUL 238: Indian English Poetry

(3-1-0) 4 Credits

Pre –requisites: NLN100

The aim of this course will be to read the poems of Indian English Writers (pre and post-Independence), with specific reference to the articulation of their identity. Some of the perspectives from which the poems will be discussed include the notion of home (childhood, family and ancestors); land (history, geography, community, caste and contemporary politics); language (the dialogue between the different languages in the creative repertoire of the poets); and culture (ritual, traditions, legends and myths). The course will also look at the differences between the resident and expatriate poets vis-a-vis the conflicts and resolutions as expressed in their poems.

Suggested Readings:

- Henry Derozio. P. Lal ed. *Poems* (Writers' Workshop, 1972).
- Toru Dutt. Chandani Lokuge ed. *Toru Dutt: collected prose and poetry* (Oxford UP, 2006).
- Rabindranath Tagore. Sisir Kumar Das ed. *English Writings of Rabindranath Tagore* Vol. 1 (Poems) (Sahitya Akademi, 2008).
- Sarojini Naidu. Makarand Paranjape ed. *Sarojini Naidu, selected poetry and prose* (Indus, 1993).
- Nissim Ezekiel. *Collected Poems* (Oxford UP, 2005).

HUL239: Indian fiction In English

(3-1-0) 4 Credits

Pre –requisites: NLN100

The course involves a detailed study of 3-4 texts corresponding to the distinct phases of literary activity in the genre: the early period of the 1940s and 50s in which writers like Mulk Raj Anand, Raja Rao and R.K. Narayan made their presence felt, before Salman Rushdie, and more quietly, Amitav Ghosh and Vikram Seth, erupted into the scene in the 1980s, spawning a generation of writers attaining international acclaim - Arundhati Roy, Aravind Adiga, Kiran Desai, and many others. Some of the questions that will be addressed are: Who constitutes the main audience for this writing, and (how) does the writing cater to it? How does one position the expatriate Indian writer both residing and publishing abroad? How does English become an Indian language? Is there a thematic congruence in the novels that fall under this category, and does it differ from the thematic concerns of novels written in other Indian languages? Students will be encouraged to read a novel in at least one other Indian language in order to allow them to pose these questions in a more pointed manner.

Suggested Readings:

- Rao, R. Kanthapura. Delhi: Oxford University Press, 1938.
- Anand, M.R. *Untouchable*. New Delhi: Penguin, 1935.
- Rushdie, S. *The Moor's Last Sigh*. London: Jonathan Cape, 1995.

- Ghosh, A. *The Shadow Lines*. Delhi: Oxford University Press, 1988.
- Nagarkar, K. *Ravan and Eddie*. New Delhi: Penguin, 1995.

HUL240: Indian English Poetry

(3-1-0) 4 Credits

Pre –requisites: NLN100

The aim of this course will be to read the poems of Indian English Writers (pre and post-Independence), with specific reference to the articulation of their identity. Some of the perspectives from which the poems will be discussed include the notion of home (childhood, family and ancestors); land (history, geography, community, caste and contemporary politics); language (the dialogue between the different languages in the creative repertoire of the poets); and culture (ritual, traditions, legends and myths). The course will also look at the differences between the resident and expatriate poets vis-a-vis the conflicts and resolutions as expressed in their poems.

HUL242: Fundamentals of language sciences

(3-1-0) 4 Credits

Pre –requisites: NLN100

This course provides answers to basic questions about the nature and constitution of human language in the mind/brain of native speakers. Varied aspects of linguistic organization, including structures of sounds, words and sentences are considered to understand the core universals of all languages as well as their variations. Cases of feral children, language deficiencies and cognition-language interactions are also highlighted.

Suggested Readings:

- Akmajian, A, R.A. Demers, A.K. Farmer and R.M. Harnish. *Linguistics: An Introduction to Language and Communication*. Sixth Edition, MIT Press, 2010.
- Fromkin, V (ed). *Linguistics: An Introduction to Linguistic Theory*, Second Edition, Blackwell Publishing. 2001.
- Pinker, S. *The Language Instinct: How the mind creates language*. First Perennial Classics Edition. Harper Collins. 2000.
- Baker, M. *The Atoms of Language: The Mind's Hidden Rules of Grammar*. First Edition. Basic Books. 2001.
- Marcus, G. F. and S. E. Fisher. *FOXP2 in focus: what can genes tell us about speech and language?* Trends in Cognitive Science. 2003.

HUL243: Language and Communication

(3-1-0) 4 Credits

Pre –requisites: NLN100

This course offers a wide-ranging introduction to, and analysis of, varieties of spoken and written language. From political oratory to examination answer scripts to computer codes, not to mention jokes, riddles and poetry, human language offers an amazingly rich set of

structures for expressing and conveying our thoughts, intentions and desires. The course will consider some of these linguistic structures and communicative strategies in detail, beginning with early childhood development. How is it that children in every culture learn language so effortlessly despite its great complexity? The course aims to introduce students to a set of theories that address this and other puzzles and mysteries in the arena of language studies. Finally, since a central focus of the course is communication, it will strive to be as interactive as possible, with lots of scope for the discussion and working out of actual ‘problems’ in language use.

Suggested Readings:

- Introduction to Language (2006) Fromkin et al, New York: Wadsworth Publishing.
- Language: Introductory Readings (2007) Clark et al, New York: Bedford/St. Martin's

HUL251: Introduction to Logic

(3-1-0) 4 Credits

Pre –requisites: NLN100

In this course, students are introduced to fundamentals of informal logic and verbal analysis, material and formal fallacies of reasoning often found ordinary discourse, deductive and Inductive reasoning, validity and soundness, formal rules and principles of the deductive system of Aristotelian logic, traditional square of opposition; propositional calculus; first order predicate calculus; the modern square of opposition and the problem of existential import; identity and definite descriptions; methods for formulating natural language arguments in symbolic forms and techniques for checking their validity; various meta-logical theorems and their proofs.

Suggested Readings:

- Copi, I. M., Symbolic Logic, Prentice Hall of India, Fifth Edition, 1995.
- Hausman, A., H Kahane, H., and Tidman, P., Logic And Philosophy: A Modern Introduction, 10th Edition, Wadsworth, 2007.
- Hurley, Patrick J., A Concise Introduction to Logic, 9th Edition, Wadsworth, 2006.
- Smith, Peter, An Introduction to Formal Logic, Cambridge University Press, 2003.

HUL 251: Social and Political Philosophy

(3-1-0) 4 Credits

Pre –requisites: NLN100

As closely aligned areas in philosophy– social philosophy with the role of individual in society and political philosophy with the role of government- this course bridges divides between social theory, political philosophy, and the history of social and political thought as also between empirical and normative analysis through perspectives from metaphysics, epistemology and axiology. A range of socio-political thinkers, theories and concepts will be taught. It will provide a broad survey of fundamental social and political questions in current

contexts discussing philosophical issues central to political thought and radical critiques of current political theories.

Suggested Readings:

- Rawls, John, A Theory of Justice, Oxford: Oxford University Press, 1999.
- Przeworski, Adam, Stokes, Susan & Manin, Bernard, (eds.), Democracy, Accountability and Representation, Cambridge: Cambridge University Press, 1999.

HUL 253: Moral Literacy and Moral choices

(3-1-0) 4 Credits

Pre –requisites: NLN100

This is primarily a course in applied ethics. It will focus primarily on questions like: What is the meaning of right action? Can ethical assertions be true or false? Is morality relative to society? Or can we say that acts have universal moral content? The course discussions will help to demonstrate that morality is not always self-evident and that rational morality must come in place of taboo based moralities.

Suggested Readings:

- David Cooper, Ethics: Classic Readings, Wiley-Blackwell, 1998
- Harry Gensler, Ethcis: Contemporary Readings, Routledge, 2003
- Jefry Olen, Applying Ethics: A Text with Readings, Wadsworth Publishing, 2007
- Amartya Sen, The Idea of Justice, Allen Lane and Harvard University Press, 2009
- Iris Murdoch, The Sovereignty of Good, Routledge and Kegan Paul, London, 1970

HUL256: Critical Thinking

(3-1-0) 4 Credits

Pre –requisites: NLN100

What makes philosophical thinking radically critical? Investigation of the nature of knowledge about the world and justification of knowledge claims. Metaphysical understanding of the Absolute and Mind-Body relation. The nature of ethical and aesthetic beliefs and attitudes as part of understanding the nature of values. The discussion of the above issues will be influenced by three philosophical orientational perspectives: Anglo-American Analytic, Continental Phenomenological and Classical Indian.

Suggested Readings:

- Bertrand Russell, PROBLEMS OF PHILOSOPHY (Oxford: Oxford University Press, 1919)
- Thomas Nagel, WHAT DOES IT ALL MEAN? (New York: Oxford University Press, 1987)
- Tamar Szabo Gendler et. el. ELEMENTS OF PHILOSOPHY: READINGS FROM PAST AND PRESENT (New York: Oxford University Press, 2007)

- Jonathan Dancy, INTRODUCTION TO CONTEMPORARY EPISTEMOLOGY (Oxford: Blackwell Publishers, 1985)
- Richard Kearney and Mara Rainwater, CONTINENTAL PHILOSOPHY READER (London and New York: Routledge, 1996)

**HUL 258: Social and Political Philosophy
(3-1-0) 4 Credits**

Pre –requisites: NLN100

As closely aligned areas in philosophy– social philosophy with the role of individual in society and political philosophy with the role of government- this course bridges divides between social theory, political philosophy, and the history of social and political thought as also between empirical and normative analysis through perspectives from metaphysics, epistemology and axiology. A range of socio-political thinkers, theories and concepts will be taught. It will provide a broad survey of fundamental social and political questions in current contexts discussing philosophical issues central to political thought and radical critiques of current political theories.

**HUL 261: Introduction to Psychology
(3-1-0) 4 Credits**

Pre –requisites: NLN100

Psychological Science- Assumptions, schools, methods of doing psychology research, The relationship between brain, body and mental functioning, Sensation, perception and making sense of the world, Consciousness, Life span development and motor and language development, Nature and nurture controversy, The learning process and some important explanations of how we learn, Meaning of motivation and explanations, Theories of emotions and expression and regulation of emotions, Basic cognitive processes, Language development, why we remember and why we forget- some explanations, Different kinds of intelligence, explanations of creativity, Differences among individuals and explanations for personality differences, Application of psychology to everyday life- enhancing health and well-being, performance, social relations, and sensitivity to environmental, social and cultural contexts.

Suggested Readings:

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. Hilgard's introduction to psychology (13th ed.). Fort Worth, TX: Harcourt Brace.2007.
- Baron, R.A. Psychology. Pearson Publisher, 5th Ed., 2009.
- Baucum, D., Smith, C., Kagan, J., Segal, J., & Havemann, E. Kagan and Segal's Psychology: An introduction (9th ed.). Belmont, CA: Thomson/Wadsworth.2004.
- Bernstein, D. A., Penner, L. A., Clarke-Stewart, A., & Roy, E. J. Psychology (6th ed.).Boston: Houghton Mifflin Company.2003.
- Coon, D & Mitterer, J.O., Introduction to Psychology: Gateways of Mind & Behaviour 11th Ed., Wadsworth/Thomson Learning, 2007.

HUL 265: Theories of Personality

(3-1-0) 4 Credits

Pre –requisites: NLN100

Personality: Meaning & Assessment. Psychoanalytic & Neo-Psychoanalytic Approach ; Behavioural Approach; Cognitive Approach; Social- Cognitive Approach; Humanistic Approach; The Traits Approach; Models of healthy personality: the notion of the mature person, the self-actualizing personality etc. Personality disorders; Psychotherapeutic techniques and Yoga & Meditation; Indian perspective on personality; Personality in Socio-cultural context.

Suggested Readings:

- Cervone, D., & Pervin, L. A., Personality: Theory and Research (11th ed.). New York: John Wiley & Sons, 2009.
- Friedman, H. S., and Schustack, M. W. Personality: Classic Theories and Modern Research ,5th Ed, Needham Heights, MA: Allyn and Baco, 2011.
- Schultz, D. P., & Schultz, S. E., Theories of Personality 9th ed, Belmont, CA: Wadsworth/Cengage, 2009.

HUL 267: Positive Psychology

(3-1-0) 4 Credits

Pre –requisites: NLN100

Positive Psychology: A historical and contextual overview; Relationship between Indian Psychology and Positive Psychology; Correlates and predictors of life satisfaction and subjective well-being across various cultures; Latest researches on self-esteem, optimism, flow, post-traumatic growth, positive ageing, character strengths, etc.; Major theories and models within positive psychology – Self-Determination theory, Broaden-and-Build theory, Authentic Happiness, Psychological Well-being, etc., Interpersonal character strengths & well- being; Specific Coping Approaches: meditation, yoga and spirituality; Future of the Field

Suggested Readings:

- Christopher, P.& Martin, S. Character Strengths and Virtues: A Handbook and Classification,2004.
- Lopez S.J. ,& Snyder C.R., Positive Psychological Assessment - A Handbook of Models and Measures, 2003.
- Snyder,C. R. & Lopez, S.J. Handbook of Positive Psychology,2005.
- Snyder C.R., & Lopez S.J., Pedrotti J.T., Positive Psychology- The Scientific and Practical Explorations of Human Strengths, 2011.

HUL 271: Introduction to Sociology

(3-1-0) 4 Credits

Pre –requisites: NLN100

The course will introduce students to the study of sociology and some basic underpinnings of sociological theory and methodology. The emergence of sociology as a scientific discipline is examined in the context of the development of Industrial society in Western Europe. The course will examine the writings of key classical social thinkers such as Marx, Durkheim and Weber as well as more contemporary theorists such as Michel Foucault, with a view to understanding various sociological approaches to modern industrial society.

Suggested Readings:

- Aron, Raymond. *Main Currents in Sociological Thought*, Transaction Publishers, 1998.
- Collins, R. *Four Sociological Traditions*, OUP, 1994.
- Coser, L. *Masters of Sociological Thought*, Harcourt, 1977.
- Durkheim, E. *Rules of Sociological Method*, The Free Press, 1982.
- Giddens, A. *Capitalism and Modern Social Theory*, Cambridge University Press, 1994.

HUL 272: Introduction to Sociology of India

(3-1-0) 4 Credits

Pre –requisites: NLN100

This course will begin with a discussion on the various constructions of Indian society from colonial to contemporary times. The structural and cultural dimensions of Indian society are explored at the level of village, city, region, nation and civilization. Sources of differentiation, diversity and unity are explored through institutions such as caste, class and tribe; kinship, family, marriage and gender systems, religious traditions and political organisations. Transformations in these institutions are analysed and fault lines explored by studying contemporary issues of secularism, communalism, religious conversions, caste and identity movements. The sociological perspective remains key to interpreting changes in Indian society in the era of globalization and rapid economic change.

Suggested Readings:

- Khilnani, Sunil (1997) *The Idea of India*, New Delhi: Penguin Books
- Cohn, Bernard (1998) *An Anthropologist Among the Historians and Other Essays*, OUP
- Srinivas, M.N., ed. (1996) *Caste: Its Twentieth Century Avatar*, New Delhi: Viking
- Das, Veena, ed. (2003) *The Oxford Companion to Sociology and Social Anthropology*, Vol. 1 & 2, New Delhi: Oxford University Press
- Uberoi, Patricia (ed) (1994) *Kinship, Family and Marriage*, Oxford University Press

HUL 275: Environment, Development and Society

(3-1-0) 4 Credits

Pre –requisites: NLN100

Students will be exposed to contemporary themes and debates on connection between environment, development, and society; industrialization and risk society; challenge of sustainable development; perception of the environment, dependence for livelihood, identity, and power on natural resources; social ecology; what is the role of religion in determining our world view and relation with the environment?; recognition of indigenous knowledge; rise of environmental movements, development projects and recent conflict over natural resources; understanding major environmental disasters and industrial accidents; global climate change negotiations; gender and environment.

Suggested Readings:

- Bijoy, C. R. 2006. Kerala's Plachimada Struggle. *Economic and Political Weekly*, 14 October.
- Chakrabarti, A. And A. Dhar .2010. *Dislocation and Resettlement in Development*. Routledge, Delhi. Selected Chapters.
- Dryzek, J. S. and D. Schlosberg (ed.). *Debating the Earth: The Environmental Politics Reader*. Oxford, London. Selected Chapters.
- Guha, R. 2006. How much should a person consume? *Thinking Through the Environment*. Permanent Black, Delhi.
- Holdren, J. E. 2008. Science and Technology for Sustainable Well being. *Science*, 25 January.

HUL 281: Technology and Governance

(3-1-0) 4 Credits

Pre –requisites: NLN100

The course will begin with theories and concepts on the use of technologies to improve governance such as efficiency, transparency, empowerment, economic gains, decentralization etc. It will discuss the concepts of democracy and governance, corruption and accountability. Examples and case studies from topics such as information and communication technologies for development, electronic governance, electronic voting, electronic databases (UID), web portals, community radio etc. Public-private partnerships, regulation of technology by the state, surveillance, and the role of stakeholders in the policy making process.

Suggested Readings:

- Selected chapters from Garson, G. David. (2006) *Public Information Technology and E-Governance: Managing the Virtual State*. Sudbury, MA: Jones & Bartlett Learning.
- Kakabadse, A., Kakabadse, N. K. and Kouzmin, A. (2003), "Reinventing the Democratic Governance Project through Information Technology? A Growing Agenda for Debate." *Public Administration Review*, 63: 44–60.
- Rossel, P. & Finger, M. (2007). Conceptualizing e-governance. *ICEGOV2007*, 10 (13), 399-407.

- Fang, Z. (2002). E-government in digital era: Concept, practice, and development. *International Journal of the Computer, the Internet and Management*, 10 (2), 1-22.

HUL 286: Social Science Approaches to Development

(3-1-0) 4 Credits

Pre –requisites: NLN100

Distinction between ‘growth’ and ‘development’; historical genesis and evolution of the concept of development; theories of development and underdevelopment; the political nature of the development process. Role of state, market, culture and civil society in development. Gendered nature of development. Post-independence Indian experience (centralized planning and socialism) of development; selected comparisons with China, East Asia, South Asia, Africa, Latin America. Explaining India’s slow progress in human and social development, poor record in reduction of poverty and inequality. Impact of globalization, foreign aid and economic reform on India’s development. Experiments with decentralization and sustainable development.

Suggested Readings:

- Sachs, Wolfgang (1997) *The Development Dictionary*, Hyderabad: Orient Longman.
- Pieterse, Jan Nederveen (2001) *Development Theory: Deconstructions/Reconstructions*, New Delhi: Vistaar Publications.
- Webster, Andrew (1997) *Introduction to the Sociology of Development*, Palgrave Macmillan.
- Roberts, J.T and Hite, A. (2000) *From Modernization to Globalization: Perspectives on Development and Social Change*, London: Wiley-Blackwell.
- Edelman, M AND A. Haugerud (2005) *The Anthropology of Development and Globalization*, Blackwell Publishing.

HUL 289: Science, Technology and Human Development

(3-1-0) 4 Credits

Pre –requisites: NLN100

The course will begin by identifying various dimensions of human development and mapping the state of India and the world on these indicators. It will then discuss theories about how science and technology (S&T) have shaped human development historically and the dynamics of technological change. Relationship between innovation and human development will be discussed using examples from the appropriate technology movement, health, education, nutrition, energy, environment, and others. Gender dimensions of S&T, indigenous knowledge, and radical critiques of S&T will be discussed.

Suggested Readings:

- Mokyr, Joel. 1990. *The Level of Riches: Technological Creativity and Economic Progress*. New York: Oxford.
- Headrick, Daniel R. 1981. *The tools of empire : technology and European imperialism in the nineteenth century*. New York: Oxford University Press.

- Kumar, Deepak and Roy MacLeod. (Eds.) 1995. *Technology and the Raj*, New Delhi: SAGE.
- Khilnani, Sunil. 1998. *The idea of India*. 1st Farrar, Straus and Giroux ed. New York: Farrar Straus Giroux. Chp 2. “Temples of the Future.”
- Smillie, Ian. *Mastering the machine: poverty, aid and technology*. London : Intermediate Technology, 1991.

HUL 310: Selected Topics in Policy Studies

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL281, HUL289, HUL290

The course will introduce students to selected topics in Policy Studies as decided by the instructor.

HUL 311: Applied Game Theory

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

This module introduces students in economics and other social sciences to game theory, a theory of interactive decision making. This module provides students with the basic solution concepts for different types of non-cooperative games, including static and dynamic games under complete and incomplete information. The basic solution concepts that this module covers are Nash equilibrium, subgame perfect equilibrium, Bayesian equilibrium, and perfect Bayesian equilibrium. This module emphasizes the applications of game theory to economics, such as duopolies, bargaining, and auctions.

Suggested Readings:

- *A Primer in Game Theory* by Robert Gibbons, 1992. Pearson Education Limited.

HUL 312: Distribution and Growth

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

Though empirical questions are central in motivating the issues on distribution, this course will mostly draw from theory. Papers published in established journals will cover the major references for this course. It will start from some empirical pattern of development (Kuznet's hypothesis), country experiences, etc. to motivate the subject. Then it will try to understand the process of distribution, growth and structural change using standard macroeconomic models. This course will be heavily dependent on Mathematics - mainly calculus.

HUL 314: International Economics

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

Basic concepts of national income accounting, money, and balance of payments; output and exchange-rate determination under fixed and flexible exchange-rate regimes; fiscal and monetary policies in an open economy; international capital movements and their impacts; Case Studies: East Asian crisis, global financial crisis; theories of international trade including factor-proportions and economies of scale; the international trading regime and its implications for developing countries.

Suggested Readings:

- *International Economics: Theory and Policy* by Paul R. Krugman and Maurice Obstfeld
- *Macroeconomics* by Dornbusch, R., Stanley Fischer, & Richard Startz.
- *Globalization and Its Discontents* by Joseph E. Stiglitz
- *The Return of Depression Economics and the Crisis of 2008* by Paul Krugman

HUL 315: Econometric Methods

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

Basics of sample survey; variance and covariance; correlation coefficient; simple regression analysis; Gauss-Markov theorem; estimation of regression coefficients; confidence intervals and hypothesis testing in regression analysis; type-I and type-II errors; transformation of variables; multiple regression analysis; multicollinearity, heteroscedasticity, dummy variables, basics of time-series analysis.

Suggested Readings:

- *Introduction to Econometrics* by Christopher Dougherty (2007), Oxford University Press
- *Basic Econometrics*, by Damodar N. Gujarati.

HUL 316: Indian Economic Problems and Policies

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

The course is aimed at developing an understanding of the economic issues in a range of economic activities in the Indian economy. The themes that can be covered include performance of the Indian Economy since 1951, agricultural growth in India, inter-regional variation in growth of output and productivity, farm price policy, recent trends in industrial growth, industrial and licensing policy, policy changes for industrial growth, economic

reforms and liberalization, population growth, unemployment, food and nutrition security, and education. It will also include some contemporary issues.

Suggested Readings:

- Drèze and Sen (2002), *India: Development and Participation*, Oxford University Press.
- Debraj Ray (1998), *Development Economics*, Oxford University Press.
- Basu, K (ed) (2012), *Oxford Companion to Economics In India*, Oxford University Press.
- *Economic Survey*, Ministry of Finance, Oxford University Press.

HUL 318: Public Finance and Public Economics

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

The course is aimed at developing an understanding of the basics in Public Economics and Public Finance. Public economics is the study of government policy from the points of view of economic efficiency and equity. The course deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The course is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Suggested Readings:

- Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
- R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
- Basu, K (ed) (2012), *Oxford Companion to Economics In India*, Oxford University Press.
- *Economic Survey*, Ministry of Finance, Oxford University Press.

HUL 320: Selected Topics in Economics

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL211, HUL212, HUL213

The course will introduce students to selected topics in Economics as decided by the instructor.

HUL 331: Modernist Fiction

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

The course will undertake a detailed study of some of the most iconic Modernist novels by writers such as Virginia Woolf, James Joyce, Franz Kafka and Samuel Beckett. It will examine the radical new ways in which they grappled with language, turned towards interiority, and pushed, in the process, narrative art to its very limits. The discussion will highlight the experimental quality of Modernist literature, as well as situate it within the context of its emergence - the two world wars, the development of psychoanalysis, the growth of metropolitan cities, and scientific and technological advancements.

Suggested Readings:

- Joyce, J. *A Portrait of the Artist as a Young Man*. Penguin UK, 1916.
- Conrad, J. *Heart of Darkness*. Oxford University Press, 1899.
- Woolf, V. *Mrs. Dalloway*. Wordsworth Classics, 1925.
- Beckett, S. *Molloy*. Faber, 1955.
- Kafka, F. *The Trial*. Vintage, 1925.

HUL 332: Fantasy Literature

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

To introduce students to the structural elements of Fantasy literature, including a broad knowledge of its history, source traditions, and enduring subgenres. Major Themes of Fantasy: Archetypes and Myths, Motifs - journeys, theology, devices and aides, creation of alternate worlds, treatment of time and space, close readings of individual texts

Suggested Readings:

- Bettelheim Bruno, *The Uses of Enchantment: The meaning and Importance of fairy tales*. New York, Alfred A Knopf, 1976
- Campbell Joseph, *The Hero with a Thousand Faces*, Princeton, Princeton University Press, 1949.
- Jackson Rosemary, *Fantasy: The Literature of Subversion*, London, Methuen, 1981.
- Propp Vladimir, *Morphology of a Folk Tale*, Tr. Laurence Scott, Austin texas: University of Texas Press, 1968. (orig. 1927)
- Todorov Tzvetan, *The Fantastic: A Structural Approach to a Literary Genre*, tr, Richard Howard, Cornell University Press, Cornell, 1975.

HUL 333: Theatre of the absurd

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

To introduce students to the history, development and philosophy of the Theatre of the Absurd, which emerged as an important literary and philosophical movement in post World War II Europe. Socio-political background of the theatre of the Absurd, its basis in Existentialist philosophy. The reactions against the conventions of realist theater that dominated this theatre. The pre-occupations of major playwrights with issues of language and the difficulty of communication, the isolation that human beings tend to feel from each other and themes of violence.

Suggested Readings:

- Esslin Martin, *The Theatre of the Absurd*, (3rd Edition), Vintage Books, New York, 2001.
- Camus Albert *The Myth of Sisyphus and Other Essays*, Vintage, May 1991 (originally 1942)
- Burkman Katherine H. *The Arrival of Godot: Ritual Patterns in Modern Drama*. Rutherford: Fairleigh Dickison University Press, 1987.
- Bradby David. *Modern French Drama 1940 - 1980*. Cambridge University Press, 1984
- Dutton Richard. *Modern Tragicomedy and the British Tradition*. The Harvester Press, 1986

HUL 334: From Text to Film

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

The course will involve a detailed study of 3-4 texts and their corresponding adaptations into film. By means of close reading, analysis, and discussion, it will seek to identify the changes that take place during the process of adapting one art-form into another and ask why those modifications occur. An evaluation of what each art-form enables and what it restricts or denies will enable a better understanding of form per se, and of these two forms in particular. Further, the course will address the question of genre and its conventions especially with regard to film, and observe the extent to which generic expectations shape the process of adaptation of text into film. Film screenings will be held outside class hours in the evenings.

Suggested Readings:

- Leo Braudy and Marshall Cohen, eds., *Film Theory and Criticism*, NY: OUP, 1974 (7th ed. 2009)
- *Coming to Terms. The Rhetoric of Narrative in Fiction and Film*, Cornell University Press, 1990
- Robert Giddings and Erica Sheen, ed., *The Classic Novel: From Page to Screen*, MUP, 2000
- Brian McFarlane, *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon Press, 1996
- Neil Sinyard, *Filming Literature: The Art of Screen Adaptation*, Croom Helm, 1986.

HUL 335: Indian Theatre

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

This course will study the various aspects of Indian theatre. The linkages between ancient theatre forms and existing forms of indigenous performance in various parts of India – such as the nautanki, the tamasha and the jatra. The energies which were generated in the urban centres through the encounter with European drama – the Parsi theatre, the nascent Marathi stage, the Hindi theatre of Bhartendu Harishchandra and the nationalist theatre of Calcutta – will be explored. Special attention would be paid to the transformation of theatre values with the intervention of the Indian People's Theatre Association (IPTA). The focus for the post-Independence period would be on the diverse energies of urban theatre, group theatre and the 'back to the roots' movement. The course would require students to study play-scripts as well as look at accompanying literature to form a concrete idea of the philosophy behind Indian theatrical practice.

Suggested Readings:

- Dinabandhu Mitra, *Nil darpan or, the Indigo planting mirror* (Lee Press, 2008).
- Kathryn Hansen, *Grounds for Play: The Nautanki Theatre of North India* (University of California Press, 1991).
- Somnath Gupta, Kathryn Hansen trans. and ed. *The Parsi Theatre* (Seagull, 2005).
- Mahesh Dattani, *Collected plays: Screen, stage and radio plays* (Penguin, 2005).
- Mahesh Elkunchwar, *Collected Plays* (Oxford UP, 2008).

HUL 336: Workshop in Creative Writing

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239

The course will begin by seeking to distinguish the notion of 'creative' writing. It will contrast this heterogeneous category with other kinds of writing such as the 'functional' writing found

in text-books and reportage. Through an analysis of various techniques of writing - in master-texts as well as students' own productions - the course will explore why and how literary texts continue to be a prime source of emotional and intellectual stimulation across cultures. As far as possible, the course will focus on contemporary writing, given that writers write in the 'here and now' even as they imagine the future or return to past memories. Selected readings will be used to focus students' attention on that most difficult of problems: to acquire a style of writing that makes a writer's 'voice' both unique and universal. Finally, students will be required to write in some genre(s) of their choice. These genres will include the classic areas of poetry, fiction and play-writing but will neither exclude non-fiction genres like the essay and biography nor forms of writing thrown up by the 'new media' such as blogs, photo-essays and narrative-writing for story-boards and video-games.

Suggested Readings:

- Teaching Creative Writing (2006) ed. Graeme Harper, London & New York: Continuum Press.
- The Art of English: Everyday Creativity, Janet Maybin and Joan Swann (eds.), London, Palgrave Macmillan, 2006, pp. 99-102.
- Creativity, Language, Literature: the State of the Art (2011) ed. Rob Pope, Ron Carter and Joan Swann, Palgrave, pp. 265-267.

HUL 338: Functions of Satire

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239, HUL256

Satire is a classical genre that has thrived over the centuries in almost all languages and cultures, and is found in a range of media. Life, in all aspects, everyday provides grist to the mill of satire, but does satire change anything? How do we define satire? Why is it considered the social genre? What are the contemporary forms of satire? Who can practice satire? It draws upon diverse techniques such as allegory, irony, caricature and laughter. Through analyses of examples, this course will familiarize students with satirical sub-genres and related literary practices, such as parody, burlesque, black humour, the grotesque, coarse humour, high and low comedy. It will examine the structure of satire, its relation with community, democracy and matters of gender, race, and religion.

Suggested Readings:

- Bhabha, Homi. The Location of Culture. Taylor & Francis. 1994.
- Clark, J. The Modern Satiric Grotesque and Its Traditions. University Press of Kentucky. 1991.
- Gombrich, E. H. Meditations On a Hobby Horse and Other Essays On the Theory of Art. Phaidon. 1994.
- Hutcheon, Linda. A Theory of Parody: The Teachings of Twentieth-Century Art Forms. New York, NY: Methuen, 1985.

- Kiley, Frederick, and J. M. Shuttleworth, eds. *Satire: From Aesop to Buchwald*. New York, NY: Macmillan, 1971.

HUL 340: Selected Topics in Literature

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL231, HUL232, HUL235, HUL236, HUL237, HUL240, HUL239,

The course will introduce students to selected topics in Literature as decided by the instructor.

HUL 341: Meaning in Natural Language

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL242, HUL243, HUL282

This course examines different aspects of meaning/semantics in language. Some specific questions addressed here are: a) what is meaning?, b) how do we use words to convey meanings?, and c) how does our grammatical knowledge interact with the interpretive system? We try to answer these and other questions while introducing students to the formal techniques used in research on the semantics of natural language.

Suggested Readings:

- Partee, Barbara H. Formal semantics. In *The Cambridge Encyclopedia of the Language Sciences*, ed. Patrick Colm Hogan, 314-317. Cambridge: Cambridge University Press. 2010.
- Portner, P.H. and B. Partee. *Formal Semantics: The Essential Readings*. Wiley-Blackwell. 2002.
- Larson, R. Semantics. Chapter 12 in L. Gleitman and M.Lieberman, eds. *An Invitation to Cognitive Science, Vol I: Language*, pp 361-380. 1995.
- Pietroski, P. 'Meaning Before Truth,' in *Contextualism in Philosophy* (Preyer and Peters, eds), Oxford University Press, 2005.

HUL 350: Selected Topics in Linguistics

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL242, HUL243, HUL282

The course will introduce students to selected topics in Linguistics as decided by the instructor.

HUL 351: Philosophy of History

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL251, HUL258, HUL253, HUL256

What kind of understanding of the past does history provide? Is it speculative or analytical? What constitutes historical evidence and how does it confine historical understanding? Questions of objectivity are the central focus of this course: that of historians themselves—constructionist and objectivist—as they debate methodological issues and disagreements about the aim of their discipline, and that of philosophers whose interest in history springs from their attention on history's objectivist ideals and "the objectivity crisis" in history providing a philosophical rationale for reframing the two oppositions that dominate debates about the status of historical knowledge.

Suggested Readings:

- E.H.Carr, What is History, London: MacMillan,1962.
- Patrick Gardiner, Theories of History (Free Press, Glencoe IL, 1959)
- Patrick Gardiner, The Nature of Historical Explanation (OUP, Oxford, 1952).
- Immanuel Kant, 'Idea for a Universal History from a Cosmopolitan Point of View' in Kant, On History, ed. Lewis White Beck (Bobbs-Merrill, Indianapolis, 1963)
- R.G. Collingwood, The Idea of History (OUP, Oxford, 1946).

HUL 352: Problems in Classical Indian Philosophy

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL251, HUL258, HUL253, HUL256

The course will begin by exploring the worldview implicit in the Vedas, the Upanisads, and the orthodox systems and then move on to the rejection of this entire system in Buddhism and Materialism. Emphasis will be led on the diversity of systems and healthy dialogue between antagonistic schools of thought. Discussions will focus on the nature of consciousness in relation to cognition of reality, theories of reality in terms of realism and anti-realism; the nature of self and no-self theory, theories of perceptual knowledge, theories of error; theories of causation and other relations, and key concepts of moral and aesthetic thought. Wherever appropriate, problems will be discussed in comparison with parallel discussions in western philosophy

Suggested Readings:

- M. Hiriyana, OUTLINES OF INDIAN PHILOSOPHY (New Delhi: Motilal Banarsidass, 1993)
- J. N. Mohanty, CLASSICAL INDIAN PHILOSOPHY (Oxford University Press, 2002)
- J N Mohanty, REASON AND TRADITION IN INDIAN THOUGHT (Clarendon Press, 1992)

- Chandradhar Sharma, A CRITICAL SURVEY OF INDIAN PHILOSOPHY (Motilal Banarsidass, 1987)
- Purushottama Bilimoria et. el. (eds), INDIAN ETHICS: CLASSISCAL TRADITIONS AND CONTEMPORARY CHALLENGES (Aldershot: Ashgate Publishing Ltd., 2007)

HUL 353: Philosophical Themes in Biological Sciences

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

Allocation Preferences: HUL251, HUL258, HUL253, HUL256

This course addresses various philosophical questions that arise from the recent developments in evolutionary biology, genetics, immunology, sociobiology, molecular biology and synthetic biology. How do these developments affect our ideas about life, evolution and the place of man in relation to other living beings. What is the nature of explanation in biological sciences? Does the idea of immunity demand rethinking on the nature of our embodied self? What can biological sciences tell us about healing, pain and death?

Suggested Readings:

- Francisco J. A. and Robert Arp, (ed) Contemporary Debates in Philosophy of Biology. Blackwell, 2010
- Alex Rosenberg and Daniel W. McShea (ed), Philosophy of Biology: A contemporary Introduction, Routledge, 2008
- Alfred I. Tauber, The Immune Self: Theory or Metaphor Cambridge University Press, 1997.
- Georges Canguillhem, Normal and the Pathological Zone books, 1991.
- Hans Georg Gadamer, The enigma of Health, Stanford University Press, 1996.

HUL 354: Art and Technology

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256, HUL290

The course begins by registering the increased presence of technology in contemporary art. We shall keep the experiences of both classical Greece and Classical India alive where art and technology were not clearly separated in the manner familiar to us. By positioning us between these two experiences - classical and contemporary we shall critically examine the complex relationship between art, science and technology which characterizes modernity. The course uses both materials from philosophical aesthetics, philosophy of science and technology. It also discusses the philosophical writings on specific areas like architecture, photography, cinema and digital art.

Suggested Readings:

- David Kaplan, Readings in Philosophy of Technology, Rowman & Littlefield Publishers, 2009
- Sean Cubbit, Digital Aesthetics, Sage Publications, 1998.
- Walter Benjamin, The Work of Art in the Age of Mechanical Reproduction, in Illuminations: Essays and Reflections, Schocken, 1969
- Neil Leach, Rethinking Architecture: A Reader in Cultural Theory, Routledge, 2000
- Ananda Coomaraswamy, The Essential Ananda K. Coomaraswamy (Perennial Philosophy Series), World Wisdom, 2003

HUL 355: Philosophy and Intellectual History in India

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256,

What defines the Indian tradition? Is there a singular Indian tradition or is there a plurality of Indian traditions in the public sphere today? How do these find representation in the modern and textual frameworks? Is modernity antithetical to tradition? The aim of this course is to take up these varied questions along with their nuances to understand and re-negotiate Indian intellectual traditions. In this course, the examination of sources, structure, texts and exemplars from Indian intellectual tradition provide a theoretical framework for the discussion of contemporary political and social issues. Economic development, social justice, religion and the nation, communalism and secularism, caste, class and gender equality are themes to be addressed. The political misuse of tradition in programs of reform and revival both in the past and in modern times will be highlighted to underline the need for rethinking Indian Philosophy and intellectual tradition in an academically rigorous manner. This course will also take into cognisance the intellectual history of the ancient past as it comes through the Vedic thought and its contestations.

Suggested Readings:

- Sheldon Pollock, "Is there an Indian Intellectual History? Introduction to "Theory and Method in Indian Intellectual History" Journal of Indian Philosophy, Vol.36, 2008, pp.533-542.
- Dilip M. Menon (ed.), Cultural History of Modern India (New Delhi: Social Science Press, 2006).
- Sanjay Subrahmanyam, Explorations in Connected History: From the Tagus to the Ganges (New Delhi: Oxford University Press, 2004)
- Nile Green, Indian Sufism since the Seventeenth Century: Saints, books and empires in the Muslim Deccan (Abingdon: Routledge, 2006).

HUL356: Buddhism Across Time and Place

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256,

This course offers a critical introduction to the essential thought, values and practices in/of Buddhist traditions across time and place. Literature on Buddhism and Buddhist literature

brings out the historical, philosophical and political synthesis of Buddhism in ever new cultural contexts. Interrogating and contextualizing engagements of Buddhism's classical roots in modernity will be a key concerns in this course.

Suggested Readings:

- Levenson, Claude B., *Symbols of Buddhism*, Paris: Editions Assouline, 1996.
- French, Patrick, "Evolving Patterns of Tibetan Resistance," *Tibetan Bulletin: The Official Journal of the Tibetan Administration*, (Department of Information and International Relations, Gangchen Kyishong, Dharamsala), vol. 4, issue 3, July-August 2000, pp. 27-28.
- Badiner, Allan Hunt, (ed.), *Dharma Gaia: A Harvest of Essays in Buddhism and Ecology*. Berkeley, CA: Parallax Press, 1990.
- Iyer, Raghavan, (ed.), *The Dhammapada with Udanvarga*, Concord Grove Press, 1986.
- Keown, Damien, *Contemporary Buddhist Ethics*, Richmond, Surrey: Curzon Press, 2000.

HUL 357: Philosophy of Science

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256,

Science is regarded as the most significant cognitive enterprise of the modern society. In view of this, the course addresses the question what sets science apart from other epistemic activities. Further It concentrates on debates on the nature of scientific methods, logical reconstruction of scientific explanation, the relation between theories and laws on the one hand, and empirical evidence on the other, the nature of the justification and the notion of truth involved in scientific knowledge, and the societal influence on scientific practice.

Suggested Readings:

- Chalmers, A. F., *What Is This Thing Called Science?* Open University Press, 1982.
- Couvalis, George, *The Philosophy of Science: Science and Objectivity*, Sage Publications, 1997
- Hempel, Carl G., *Philosophy of Natural Science*, Prentice Hall, INC., 1966.
- Kourany, Janet A., *Scientific Knowledge: Basic Issues in the Philosophy of Science*, Wadsworth Publishing Company, 1998.

HUL358: Philosophy of mind

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256,

An appreciation of how the fundamental mental concepts are essentially amenable to philosophical sense over and above their usual psychological understanding and analysis. To explain why our mental conceptual scheme does not easily admit of their reduction to

physical conceptual scheme. To reflect on whether mentally endowed human person differ, ontologically, from the rest of nature.

Suggested Readings:

- Jaegwon Kim, PHILOSOPHY OF MIND Third Edition (Westview Press, 2010)
- John Searle, THE REDISCOVERY OF THE MIND (Cambridge, Mass.: MIT Press, 1992)
- Shaun Gallagher and Dan Zahavi, THE PHENOMENOLOGICAL MIND (London & New York: Routledge, 2007)
- Brian McLaughlin, Ansgar Beckermann and Sven Walter (eds.)
- OXFORD HANDBOOK OF PHILOSOPHY OF MIND (Oxford: Oxford University Press, 2009)

HUL359: Metaphysics of the self

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256

The course is a critical study of the problem of the self taken to be a substance by some and denied to have any substantial reality by others. Focus will be given on examining the worldview from which stems the idea of a continuing self, as a subject of consciousness and agent of action. Questions about whether it is material or immaterial, real or nominal object will centre the ontological investigation into the nature of the self. Special consideration will be given to the issue of self-awareness and self-reference, and its relation to the linguistic phenomenon of the first-person pronoun 'I'.

Suggested Readings:

- Thomas Nagel, THE VIEW FROM NOWHERE (New York: Oxford University Press, 1986)
- Dan Zahavi, SUBJECTIVITY AND SELFHOOD: INVESTIGATING THE FIRST-PERSON PERSPECTIVE (Cambridge, Mass.: MIT Press, 2005)
- Cassam, Quasim (ed), SELF-KNOWLEDGE (Oxford: Oxford University Press, 1995)
- Shaun Gallagher (ed), OXFORD HANDBOOK OF THE SELF (Oxford University Press, 2011)
- David J Velleman, SELF TO SELF: SELECTED ESSAYS (Cambridge University Press, 2005)

HUL 360: Selected Topics in Philosophy

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL251, HUL258, HUL253, HUL256

The course will introduce students to selected topics in Philosophy as decided by the instructor.

HUL 361: Applied Positive Psychology

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL261, HUL265, HUL267

Meaning and goals of applied positive psychology; Relevant research methods of the field; Introduction to intervention programmes including internet based intervention; Researches that support intervention strategies : Psychological well-being and its intervention programmes; emotional intelligence and its intervention programmes; Strategies for achieving well-Being; Mindfulness and its intervention programmes; Intervention module on stress and time management; Character strengths : their role in well being; How psychosocial resources enhance health and well being; Intervention researches in Indian socio-cultural context; Current issues and future directions in this Area

Suggested Readings:

- Linley, A. Average to A+ Realising Strengths in Yourself and Others ,CAPP Press, UK.2008.
- Barrett, L. F; Salovey, P.; Mayer, J. D. Wisdom in Feeling : Psychological Processes in Emotional Intelligence, Guilford Publications, Incorporated.2002.
- Delle Fave, A. (Ed.). Dimensions of well-being: Research and intervention. Milano, Italy: FrancoAngeli.2006.
- Germer, C. K.; Siegel, R. D.; Fulton, P. R.Germer, C. K.(Eds.) Mindfulness and Psychotherapy, Guilford Publications Incorporated.2005.

HUL 362: Organizational Behaviour

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL261, HUL265, HUL267

Introduction to organizational behaviour, Historical development of the field and some challenges in contemporary times, Learning and perceptual processes in organizations and their implications for work-life, Work related attitudes- job satisfaction, organizational commitment, organizational justice, organizational citizenship behaviour, Individual differences related to personality, emotions and abilities and functioning in organization, Group processes in organizations, Formation of groups and teams, Effective teams, Communication in organizations, Social influence processes in organizations, influencing people, power dynamics and politics and impact on organizational functioning, Theories and styles of leadership in organization and their impact on organizational functioning, Organizational ethos and culture and its impact on productivity and well- being, Various kinds of organizational structures and their effectiveness, managing organizations in times of change.

Suggested Readings:

- Greenberg, J. Behaviour in organizations: Global edition. Pearson Publications.2010.
- McKenna, E. Business psychology and organizational behaviour. Sussex: Psychology Press.2009.
- Pareek, U. Understanding organizational behaviour. New Delhi: Oxford University Press.2007.
- Pareek, M. & Gupta, R. Organizational Behaviour. McGraw Hill Education.2010.
- Robbins,S.P., Judge, T.A. & Sanghi, S. Organizational Behaviour. Pearson Publication.2009.

HUL 363: Community Psychology**(3-0-0) 3 Credits****Any TWO courses from HUL2XX category****HUL261, HUL265, HUL267**

Introduction to Community Psychology; Understanding Individuals within Environments; Individualism collectivism & community Psychology; Understanding Human Diversity; Understanding Coping in Context; Community and Social Change; Prevention and Promotion: Key Concepts, Current and Future Applications & implementing programs; Overview of Community Interventions; Social support research in community psychology; Recent community researches in Indian socio- cultural context: Effects of various socio-cultural issues on individual and community well-being.

Suggested Readings:

- Bret Kloos, Jean Hill, Elizabeth Thomas and Abraham Wandersman, Community Psychology: Linking Individuals and Communities,(3rd edition), Wadsworth, 2011.
- Dalton, J. H., Elias, M. J., and Wandersman, A. Community psychology: Linking individuals and communities. Stamford, CT: Wadsworth, 2001.
- Rudkin, J.K. Community Psychology: Guiding principles and orienting concepts. Upper Saddle River, NJ: Prentice Hall, 2003.

HUL 364: Understanding the Social Being**(3-0-0) 3 Credits****Any TWO courses from HUL2XX category****HUL261, HUL265, HUL267**

The social being- introducing the social psychological approach, Historical roots, theories and methods. Person and social perception and social judgements. Social cognition and social thinking. The social self- cognitive, affective and behavioural aspects of self. Positive social behaviours- altruism, cooperation and volunteerism. Individuals in groups- social facilitation, loafing, conformity, compliance. Social influence, manipulation and power- bases of power. Intergroup relations- explanations and managing intergroup relations. Collective behaviour- crowds and mobs- negative and positive aspects of collective behaviour. Aggression and

violence- theories and determinants. Reducing aggression and violence. Applications of social psychology- health and well-being, law and organizational contexts.

Suggested Readings:

- Aronson, E., Wilson, T. D., & Akert, R. M. Social Psychology (7th ed.). Upper Saddle River, NJ: Prentice Hall.2010
- Baron, R. A., Branscombe, N. R., & Byrne, D. Social Psychology (12th ed.). Boston, MA: Pearson/Allyn and Bacon.2009.
- Baumeister, R. F., & Bushman, B. J. Social Psychology and Human Nature (2nd ed.). Belmont, CA: Thomson/Wadsworth. 2010.
- DeLamater, J. D., & Myers, D. J.Social Psychology (7th ed.). Belmont, CA: Wadsworth. 2011.
- Dickerson, P. Social Psychology: Traditional and Critical Perspectives. Harlow, UK: Pearson.2012.

HUL 365: Environmental Issues: Psychological Analysis

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL261, HUL265, HUL267

The implications of natural, built and social environment on human functioning, Making sense of environment-environmental perception and cognition, Nature of environmental attitudes and implications for inculcating pro-environmental attitudes, Various kinds of environmental stressors and human response to these stressors, Psychological analysis of climate change related issues, Psychology and energy conservation- social and collective dilemmas and individual interests, Environmental disasters and disaster preparedness, Assessing environmental risks, Place attachment, territoriality, personal space and notion of privacy and identity issues, Designing better environments and role of psychological factors in the design process, Examining specific built environments.

Suggested Readings:

- Bell, P.A., Greene, T.C.,Fisher, J. & Baum, A. Environmental Psychology (5th Edition). Orlando: Harcourt College Publishers.2001.
- Bonnes, M. & Secchiaroli, G.Environmental Psychology: A psycho-social introduction. New York: Sage Publications.1995.
- Gifford, R. Environmental Psychology: Principles and Practice.(2nd Edition). Allyn and Bacon.1997.
- Kopec,D. Environmental psychology for design. NewYork:Fairchild Publications.2006.

HUL 370: Selected Topics in Psychology

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL261, HUL265, HUL267

The course will introduce students to selected topics in Psychology as decided by the instructor.

HUL 371: Science, Technology and Society

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL281, HUL286, HUL289, HUL290

The course will begin with social theories on the production of technology and scientific knowledge systems, stratification within the community of technologists and scientists, discrimination (race, class, gender, caste) and the role of power in shaping the production of technology and scientific knowledge. Scientific controversies, both historical and emerging, and the organization of innovation and its geographies will be discussed. Case studies exploring ethical questions arising from new technologies such as information technology, nanotechnologies, biotechnologies, etc. will be used. Discussions on public understanding of science and role of the public and of experts in influencing policies related to science and technology will conclude the course.

Suggested Readings:

- Selections from Weber, Steven, *The success of open source*. Cambridge, MA: Harvard University Press, 2004.
- Selections from Morozov, Evgeny. *The net delusion : the dark side of Internet freedom*. New York, NY: Public Affairs, 2011.
- Selections from Vaidhyathan, Siva. *The Googlization of everything : (and why we should worry)*. Berkeley: University of California Press, 2011.
- Selections from Nelson, Gerald C. (Ed.) *Genetically modified organisms in agriculture : economics and politics* San Diego, CA: Academic Press, 2001.
- Selections from Hall, A.J. Yoganand, B. Sulaiman, R.V. Raina, Rajeswari S. Prasad, Shambu. *Innovations in innovation: reflections on partnership, institutions and learning*. CPHP South Asia, ICRISAT, and NCAP: ICRISAT: New Delhi, 2004.

HUL 372: Agrarian India: Past and Present

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286

The course will use interdisciplinary texts to give students a historical overview of agrarian India starting from the colonial period, plantation and export economies, recurring famines, community development programs and land reforms after independence, the green revolution, and the neglect of rainfed / dryland regions. It will explore various dimensions of development in agriculture including the advent of the agricultural sciences and the birth of the agricultural extension system. The myth of the ignorant farmer and the self-sufficient village will be discussed. Case studies on the historical roots of globalization and agricultural commodity chains related to new technologies, and the linkages between the market and the state in contemporary agriculture will be discussed. The growing social and geographical

disparity with ecological distress and the threat of climate change, farmer suicides, and debt spirals on the one hand, and a risky but rewarding cash crop economy on the other, will also be explored. Finally the course will discuss aspirations of rural youth, opportunities for livelihoods, and gender and caste dimensions of the growing urbanization of rural centres.

Suggested Readings:

- Ludden, D. 1999. *An Agrarian History of South Asia*. Cambridge: Cambridge University Press.
- Ludden, D. 2001. "Subalterns and Others in the Agrarian History of South Asia," In *Agrarian Studies: Synthetic Work at the Cutting Edge*. Edited by James C. Scott and Nina Bhatt. Yale University Press, 2001. pp.206-235.
- Sen, Amartya, *Poverty and Famines : An Essay on Entitlements and Deprivation*, Oxford, Clarendon Press, 1982
- Mukerjee, Madhusree. *Churchill's Secret War: the British empire and the ravaging of India during World War II*. New York: Basic Books.
- Frankel, F. 2006. *India's Political Economy: The Gradual Revolution (1947-2004)*. Delhi: OUP.

HUL 375: The Sociology of Religion

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286

This course will introduce students to sociological approaches to the study of religion in contemporary society. Religion will be understood in terms of its social and cultural structure; in addition the course will also encourage a critical perspective on religion and society – its interface with society, polity and the economy. Religious conflict and change, syncretism, popular religion, revivalism and fundamentalism will also be considered.

Suggested Readings:

- Durkheim, E. (1976). *The elementary forms of the religious life*. London, George Allen and Unwin Ltd (selected chapters).
- Geertz, C. (1973). "Religion as a Cultural System" in *The Interpretation of Cultures*. New York, Basic Books.
- Madan, T.N (1997). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Delhi: Oxford University Press (selected chapters).
- Malinowski, B. *Magic, Science and Religion* (selected chapters).
- Srinivas, M. N. (1978). *Religion and society among the Coorgs of South India*. Bombay, Media Promoters & Publishers (selected chapters).

HUL 376: Political Ecology of Water

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286

This course is an advanced undergraduate sociology course on the political ecology of water. It discusses people's historic and current engagement with water, sustainable development and water, the recent controversies and emergent resource conflict over water in the context of industrial development, design and implementation of hydropower projects, water pollution management, and conservation strategies (modern and traditional) and relates them to relevant national policies.

Suggested Readings:

- Adger, W. Neil, Tor Benjaminsen, Katrina Brown, and H. Svarsted. 2001. Advancing a Political Ecology of Global Environmental Discourses, *Development and Change*, Vol. 32.
- Agarwal, Anil and Sunita Narain. 1997. Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting System. Centre for Science and Environment, Delhi.
- Alley, Kelly D, 2002, On the Banks of Ganga: When wastewater meets a sacred river, University of Michigan Press. Introductory chapter.
- Aiyer, A., 2007, The Allure of the Transnational: Notes on Some Aspects on the Political Economy of Water. *Cultural Anthropology*, Vol 22, No.4.
- Arora, Vibha, 2009, 'They are all set to dam(n) our future': Contested Development through Hydel Power in Democratic Sikkim, *Sociological Bulletin*, Jan-April, Vol. 58, No. 1, 94-114..

HUL 377: Gender, Technology and Society

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286, HUL289, HUL290

The manner in which gender is conceptualized and performed is foundational to the understanding of human social relationships. Gender identities are not fixed or determined purely by physiology; their social construction affects ideas of masculinity and femininity or other sexual identities. Besides understanding how sex and gender are interrelated, we will look at how gender intertwines with societal areas of economy, technology, polity, religion and demography. The important role played by social structures and institutions such as caste, kinship, family, marriage, ethnicity, religion and class in structuring gender and vice-versa will be brought out. Technologies associated with population and biological sciences have transformed and are continuing to transform society and human relationships in particular directions. The course will examine these transformations at the global and local levels and consider their impact on individual lives. Challenges posed to intimate human relationships and identities by new reproductive technologies such as invitro-fertilization, surrogacy, sex selection will be explored. What does the emergence/ institutionalization of

new social forms - such as same sex marriages and parenthood by surrogacy - tell us about the possibilities and limits of human relationships?

Suggested Readings:

- Levi-Strauss, C The Elementary Structures of Kinship (Selected Chapters)
- Schneider, David What is Kinship all about? in Parkin, Robert and Linda Stone (eds) Kinship and Family: An Anthropological Reader, Blackwell Publishing
- C. West and D.H. Zimmerman, 1987, "Doing Gender", Gender and Society 1 (2): 125-151.
- Butler, Judith Bodies that Matter (Selected Chapters)
- Connell, R, 2009 Gender, Polity Press

HUL 378: Industry and work culture under globalization

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286

Globalization and Globality; Classical theories to understanding work and industry; Understanding Work, Work Ethic and Work Culture; Post-industrial society and rise of informational economy; Job-satisfaction and alienation; Equalization of Opportunities and the Flattening of the World; Outsourcing as a Business Strategy; Important changes in industry and rise of IT sector and BPO industry; Governance and Collective Organization of Workers in select sectors; Corporate Social Responsibility

Suggested Readings:

- Castells, M. 2010. Rise of the Network Society. Wiley Blackwell: New York.
- Friedman, T.J. 2006. The World is Flat: The Globalized World in the 21st Century. Penguin.
- Kobayashi-Hillary, M. 2004. Outsourcing to India: The Offshore Advantage. Springer: Berlin.
- Mitra, M. 2007. It's only Business: India's Corporate Responsibility in a Globalized World. Oxford: Delhi
- Upadhyay, C. and A.R. Vasavi, 2006. Work, Culture, and Sociality in the Indian IT industry. NIAS, IDPAD Project Report.

HUL 380: Selected Topics in Sociology

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL271, HUL272, HUL274 HUL275, HUL276, HUL286

The course will introduce students to selected topics in Sociology as decided by the instructor

HUL 381: Mind, Machines and Language

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL243

Exploratory in nature, the course seeks to debate questions such as: What are the implications of conceiving the mind as a 'machine'? Can evolutionary theories about language and tool-using help us understand how we continually manage today to process the world around us 'online'? On this course, the class will be introduced to some state-of-the-art discussions in the interdisciplinary field of cognitive studies. These topics will include: i) the modularity of mind ii) the content of consciousness, iii) the language bio-programme hypothesis, iv) the relativism versus universals of controversy; v) strong and weak positions on AI, etc.. The course will rely on down-to-earth examples to demonstrate that such an interconnected area of study is not remote or esoteric but part of the intellectual excitement of living in the new millennium and attempting to anticipate both how it will shape us and how we will shape it.

Suggested Readings:

- Blakemore, C. *The Mind Machine* (BBC Books, 1988)
- Chomsky, N. *Knowledge of Language* (Praeger, 1983)
- Dennett, D.C. *Consciousness Explained* (Little Brown, 1991)
- Dunbar, R. *Gossip, Grooming & the Evolution of Language* (Faber, 1996)
- Gazzaniga, M.S. *Nature's Mind: The Biological Roots of Thinking Emotion, Sexuality & Language* (Harper Collins, 1992)

HUL 382: Romanticism: The Theory of Animals, Monsters and Machines

(3-0-0) 3 Credits

Any TWO courses from HUL2XX category

HUL231, HUL235

There is more to romanticism than Wordsworth's poetry, or even literature in general. Nor is it confined between 1780s and 1830s. Least is it a trend succeeded by Victorianism and realism, and assailed by modernism. Romanticism contends with the question of presentation – of representation of and to oneself. It therefore directly participates in the philosophical discussions of reason, sensibility, emotion, subjectivity, and most importantly the idea of human freedom. This course will familiarize students with romantic movements in arts, in theories of language and society, in post-Kantian philosophy, in attitudes toward religion. Romantics not only engaged in experimental social practices and literary collaborations, but also articulated their necessity for the first time. Can we say that romanticism is at an end? How does it contribute to both a nationalism rooted in folk tradition, and individualism expressed in the cult of the hero, the solitary intellectual? How does it both look back to medieval occult and forward to novelties of science? Why is romanticism fascinated with animals, monsters and machines alike?

Suggested Readings:

- Benjamin, Walter. "Concept of Criticism in German Romanticism". Selected Writings: 1938-1940. Massachusetts: Harvard University Press, 1996 [INTRODUCTION]
- Blechman, [Max](#). Revolutionary Romanticism: A Drunken Boat Anthology. City Lights. 1999
- Cunningham, Andrew, and Nicholas Jardine (eds.) Romanticism and the Sciences. Cambridge and New York: Cambridge University Press, 1990 [EXTRACTS]
- Gillespie, Gerald/Manfred Engel/Bernard Dieterle (eds) Romantic Prose Fiction. Amsterdam, Philadelphia: John Benjamins 2008 [EXTRACTS]
- Heidegger, Martin. The Question Concerning Technology and Other Essays, Trans. William Lovitt. New York: Harper & Row, 1977. [EXTRACT]

Appendix 6

List of PG Courses

HUL701 Sociological Theory Developments and Trends

3 credits (2-1-0)

Classical Theories Positivism, evolutionism and Marxism, structuralism and functionalism in sociology and social anthropology. Exchange theory. Symbolic interactionism, conflict theory, neo-Marxism; post-modernism. The purpose of the course is two-fold: first, to introduce the student to the field of social theories; and second, to present him with some perspectives whereby he may develop a better understanding of both his social environment and theoretical understanding.

HUL706 Language, Society and Culture

3 credits (2-1-0)

Psycho-linguistics and sociolinguistics; culture and identity studies; studies in expressive culture: idea-systems, myths and archetypes.

HUL707 Social Psychology

3 credits (2-1-0)

Schools of social psychology with special reference to personality and social structure. The problems and methods of social psychology. The association motive. Interpersonal attraction. Learning in social context. Social motives and attitudes. Social influence. Dissonance. Consonance and balance. Social status: Its effect on social motives and behaviour, social roles. Personality and social phenomenon. Cultural influences on personality and social behaviour. Social perception communication. Group process. Group task performance: Problem solving co-operation and competition. Leaders and leadership. Power and politics in organisations. Psychological processes in organizations. Aggression and its management.

HUL709 Social Research Methods

3 credits (2-1-0)

Scientific approach to social research. Concepts and indices. Analytical and formal aspects. Hypothesis formulation and testing strategies. Design of applied empirical research. Measurement and interpretation of social data. Social statistics. Sampling designs, report writing.

HUL710 Personality Structure and Dynamics

3 credits (2-1-0)

The topics for discussion will be : Coping with stress. Model of success and failure in adjustment. Approaches to the study of personality. Freud's classical psychoanalytic theory, Jung's analytic theory, Adler's individual psychology, Roger's person- centred approach. Lweins field theory, Skinner's operant reinforcement theory. Erikson's theory : Psychohistorian perspective of man. Models of healthy personality; mature person: Allport's model. Self-actualising person: Maslow's model. Here-and-now person : Perl's model. Roger's theory : on becoming a person.

HUL711 Psychological Testing & Behavioral Assessment

3 credits (2-1-0)

The concept of Behavioral Assessment: Uses and Varieties of Psychological Tests, Why Control the use of Psychological Tests? Test Administration, Examiner and Situational Variables and Effects of Training on Test Performance. Technical and Methodological Principles: Test Construction, Norms and The Meaning of Test Scores, Reliability and its Types, Validity and its Basic Concepts and Item Analysis. Other Techniques of Behavioral Assessment: Interview, Questionnaire and Schedule, Content Analysis, Observation as a tool of data collection, Rating Scales, Survey and Projective Techniques. Brief Review of some Selected Psychological Tests and Concluding Comments. Ethical and Social Considerations in Testing: Ethical Issues in Behavioral Assessment. User Qualifications and Professional Competence, Responsibility of Test Publishers, Protection of Privacy, Confidentiality and Communicating Test Results.

HUP722 Seminar (Case Material-based) Minor Project

3 credits (0-0-6)

(In lieu of anyone of the courses.)

HUL736 Planning and Economic Development

3 credits (0-0-6)

Economic growth. Economic development. Historic growth and contemporary development. Lessons and controversies. Characteristics of developing countries. Obstacles to development. Structural changes in the process of economic development. Relationship between agriculture and industry. Strategies of economic development. Balanced/ Unbalanced growth. International trade and economic development. Population. Planning for economic development. Use of input-output model and linear programming techniques in planning. Indian plan experience. Strategy of Indian planning. Indian plan models.

HUL738 International Economics

3 credits (2-1-0)

The theory of International Trade. Impact of dynamic factors in International Trade. Free Trade, Protection. Economic integration and developing countries. The balance of payments. International capital movements. Rate of exchange. Relationship between Trade, Foreign Aid

and Economic Development. Role of multinational corporations in developing countries. The IMF and the International Monetary System. Trade problems of developing countries. The new International Economic order. The structure and trends of India's foreign trade. India's balance of payments. India's trade policy. Indian and international financial institutions.

HUL745 Psychological Factors in Work Design

3 credits (2-1-0)

Approaches to work design. Historical perspective. Human information processing, Natural and man-made environment effect, psychology of work. The living environments, physical features, psychological dimensions of work. Job enrichment, quality of working life. Future of work designs.

HUL748 Community Psychology

3 credits (2-1-0)

Concept of community and their implications for community psychology. Community processes and orientations toward change. Examinations of the models; the mental health model; the organizational model; the social action model; the ecological model. Implications for a psychology of the community: the study of community life, interaction strategies; implications for manpower and training; family therapy and the community; crisis intervention; advocacy and community psychology.

HUL754 Science, Technology and Society

3 credits (2-1-0)

An interdisciplinary exploration of the mutual interaction of science, technology and society, with insights drawn from sociology of sciences, history of science and technology, and the changing formations of the modern society.

HUL755 Econometrics and Economic Forecasting

3 credits (2-1-0)

Nature of econometrics, specification of econometric model. Least-squares estimators. Properties of the least-squares estimators. Statistical inference in regression model. Dummy variables. Multi-collinearity. Specification error. Maximum likelihood estimators. Generalized least squares. Heteroscedasticity. Auto-correlation. Pooling of time-series and cross-section data. Distributed lags. Simultaneous-equation system. Identification problem. Procedures for estimating a single equation in a systems of equations. Estimation of equation systems. Forecasting. Moving average models. Autoregressive models. Simulation models.

HUL759 Urban Social Systems

3 credits (2-1-0)

This course intends to impart a comprehensive and systematic understanding of urban social systems. Students completing this course will have a detailed knowledge of urban-growth and urban behaviour analysis, and urban- planning through a feedback analysis approach. Following will be the main course contents: Nature, types and growth of cities, Some important aspects of urban systems: migration; neighbourhood; social groups; and voluntary associations. Trend of urbanisation. Urban influences on rural areas. A profile of urban India and its problems. Solution of the problems through various approaches. Urban planning.

HUL760 Industry and Society

3 credits (2-1-0)

The basic aim of this course is to introduce students from various backgrounds scientists, technologists to the study and understanding of modern industrial societies. the course material will focus on the following topics. Nature and type of industrial society. Workers in modern industrial societies: the work situation; alienation; and embourgeoisement. White collar worker. Trade-unionisation. Industrial democracy. Labour management relations in Indian industries.

HUL761 Sociology of India

3 credits (2-1-0)

Approaches and Concepts: Institutions, Caste and Kinship; Religion; Marriage and Family. Agrarian social structure : Land reforms; Dimensions of social change; Sanskritisation and modernization. A profile of modern India.

HUL762 Industrial Economics

3 credits (2-1-0)

Basic concepts: Plants, firm and industry. Market structure. Economics of scale and optimum firm size. Pricing under alternative market structures. Market power and concentration. Integration, diversification and merger. Behavioural and managerial theories of the firm, growth of the firm. Industrial productivity and its measurement. Industrial location. Input-output analysis. Project appraisal and capital budgeting. Industrialisation and economic development. Problems of industrialisation in India. Role of public and private sectors. Growth of small-scale industries and their problems. Government regulation of industry. Balanced regional development.

HUL766 Visual Methods in Social Research

3 credits (2-0-2)

HUL810 Communication Skills

3 credits (3-0-0) (Audit)

Introduction to major grammatical models. Phonological and syntactical structure of present-day English. Language of science and technology. Aspects of style. Some common errors. Technical presentations design and delivery. Audio Visuals in communication. Collecting materials for research. Organization of research paper/dissertation.

HUL812 Grammar and Rhetoric

3 credits (3-0-0)

Two complementary aspects of studies in linguistics and literary theory are brought together in this course; grammatical paradigms for the study of sentential and supra-sentential structures, including those of narrative and argument; theories of rhetoric; persuasion, use and meaning; rhetorical functions such as those performed by tropes like metaphor, irony, simile, metonymy, etc. debates on the universal psychological as well empirical standing of such figurative language; its place in the lexicon etc. The course will be useful to those students of literature who require some knowledge of technicalities of grammar and to those students of linguistics who feel that the analysis of language extends beyond the study of sentence 'structure' to social 'meaning'.

HUL823 Contemporary Critical Theory

3 credits (2-1-0)

Recent developments in linguistics, philosophy and the social sciences; interdisciplinary cross-talk in these areas, concerning the status of canonical literary as well as marginal texts; feminist, post-modernist, post-colonial, subaltern, orientalist, new historicist, liberal Marxist and critical practice. The aim of the course is to familiarise students with some of the vocabulary of theoretical inquiry today, so that they are enabled in their own research to question the verities which their disciplines seem to offer.

HUL840 Philosophy of Social Sciences

3 credits (3-0-0)

Some of the key issues which arise in social sciences will be discussed in this course. These are: (1) What is 'out there' in the social universe ? (2) What are the most fundamental properties of the social world? (3) What kind(s) of analysis of these properties is (are) possible and/ or appropriate? (4) What are the natures of theory, law, and explanation? (5) Problems of reductionism. (6) Problems of free will versus determinism, purposeful behaviour, interpretations of actions. (7) Philosophical issues specific to various social sciences, e.g., philosophical bases of various economic theories, or of theories of psychology, or issues regarding the assumptions concerning human nature made by various social science disciplines.

HUL841 Philosophy of Science

3 credits (3-0-0)

The major issues to be discussed in this course include: (a) scientific explanation; (b) theories of confirmation of a scientific hypothesis; (c) theoretical-observational terms/distinction; (d) problem of induction; and (e) the problems of theory choice. A survey of the historical development of the twentieth-century philosophy of science will be provided. Some historical episodes in science will be employed to gain a better understanding of the issues to be discussed.

HUL843: The Philosophy of Language

3 credits (3-0-0)

The twentieth century is one which has been said to mark a 'linguistic turn' in philosophy. This course will examine the basic sense/reference, truth/falsity, denotative/ connotative, meaning/use, analytic/ synthetic, argument/predicate, intension/extension dichotomies as they are explored in post-Fregean analytic philosophy. Five or six distinct strains of philosophical opinion are salient for this course. They are (A) the logical positivism associated, with Ayer et. al. (B) Wittgenstein's 'picture' and 'game' theories of meaning; (C) the speech-act theory of Austin and Searle; (D) the Gricean maxims of conversational cooperation and non-natural meaning; (E) the 'pragmatism' of Quine on webs of meaning, Davidson on truth and interpretation and Rorty on philosophy as conversation and social conduct; (F) the writings of continental 'non-analytic' philosophers such as Derrida and Habermas who hold opposed positions on the nature of language. The views of Kripke, Dummett and Dennett among philosophers and Chomsky, Katz and Fodor among linguists will also be discussed. The course may have a seminar format in which particular topics are considered in depth and short papers are prepared by students.

HUL845 Environmental Ethics

3 credits (3-0-0)

Objectives: To acquaint the student with (a) philosophical concepts underlying thinking about the environmental crisis and (b) the models of human-nature relationship found in some of the classical philosophical systems of India. Contents: (a) What is 'environment'? (b) Conceptual basis for the split between 'nature' and 'culture' (c) Philosophical theories about the environment: Utilitarianism: Deep Ecology: Ecofeminism. (d) Nonhumans as recipients of moral consideration (e) Environment and Gender (f) Environment and Development (g) The Third World perspective (h) Revisioning Ethics, Metaphysics and Epistemology in the light of the above debates.

HUL846 Philosophy and Film

3 credits (3-0-0)

Nature of cinematic representation: Illusion, image, reality. Perception of image: Analytical, cognitive and phenomenological theories, Interpretation of film: meaning, authorship, Intention, Image and emotional response. Film Theories: Classical theories: Eisenstein, Arnheim, Bazin, Pudovkin, Contemporary theories: Semiotics, Psychoanalysis, Marxism, Poststructuralism, Feminism, Auteur theory. Aesthetics of Film: Cinema as art, entertainment and technology, Cinema's relationship with literature and other arts, Cinema and Digital Art, Aesthetics of interactive cinema, Aesthetics of special effects.

HUL873 Sociology of Science

3 credits (3-0-0)

The relationship between the sub-culture of science and the wider culture of knowledge which surrounds it. The nature of scientific knowledge and the general characteristics of scientific research which make such knowledge possible. Whether present framework of organizing knowledge is itself an object of sociological investigation? Comparison of methods of acquiring and of validating knowledge claims across cultures. Investigation through case studies of the various cognitive frameworks. Transfer of scientific and other expertise to wider sub-culture. Nature of scientific community, and of communication within a community and inter-community through networking.

HUL881 Elements of the Narrative Art

3 credits (3-0-0)

It is a course more broad-based than the theory of fiction. The following topics will be studied: Narrative theory and types of narrative; point of view; plot; characterization; setting; time and place the language of narrative; figures of speech.

HUL882 The European Renaissance, Selfhood and Survival

3 credits (3-0-0)

This course will cover drama, prose, and poetry from one of the richest periods of European Literature : the Renaissance. It will relate the production of a work of art to Renaissance history and cultural politics. Tests by Pico, More, Machiavelli, Sidney, Spenser and Shakespeare and others will be examined from the point-of-view of selfhood and survival.

HUL883 Critical Theory: Plato to Derrida

3 credits (3-0-0)

This course will explore western critical theory from antiquity to the present and measure its efficacy when applied to a literary text. Ideas of nimesis, fiction truth, art and society, art and gender will be studied with regard to different "schools" of critical theory: Platonic,

Aristotelian, Renaissance, Romantic, Formalist, Structuralist, Poststructuralist, Deconstructionist and Feminist. Since the material is vast, only three or four topics will be studied in a semester.

HUL884 Indian Writing in English

3 credits (3-0-0)

The course focuses on the dominant themes like India's struggle for freedom, partition and communal harmony/ discord, Issues of pluralism and the related problems as reflected in Indian Writing in English. It also aims at a close study of problems of modernization, diaspora and India's quest for identity, Rushdie and Post Rushdie. The students should be prepared to do intense study of the texts and wherever possible a comparative study of the literary representations with the visual and electronic media will also be undertaken. All the genres of literature will be made part of the study.

HUL885 American Fiction I

3 credits (3-0-0)

It is primarily a survey course covering American fiction before World War I. Its aim is to acquaint students with some of the major novelists of the period. Selected texts of some of the following will be studied Hawthorne, Melville, Poe, Drieser, Edith Wherton, Willa Cather, Henry James, Ellen Glasgow.

HUL886 American Fiction II

3 credits (3-0-0)

This is a survey course covering American fiction of the post- World War-I period. Some of the major novelists of the period will be studied, including Hemingway, Scott Fitzgerald, Steinbeck, Richard Wright, Ralph Ellison, Saul Bellow, Bernard Malamud, John Barth, John Updike.

HUV886 Special Module in Cognitive Psychology

2 credits (1-0-2)

The course will focus on current relevant and emerging issues, and experiments in the field of cognitive psychology.

HUV887 Special Module on Econometric Tools

1 credits (1-0-0)

Pre-requisites: HUL or SML 700/800 category courses Estimation and inference in two variable model; OLS assumption; Extension of the two variable model; OLS assumption : autocorrelation, multicollinearity, and heteroskedasticity, models with limited dependent

variables : LPM, log it, and probit; Panel data modelling: fixed effect and random effect models; Time series analysis : introduction to non-stationarity, AR and MA modelling.

HUL888 Applied Linguistics

3 credits (3-0-0)

Notions of applied linguistics; psycholinguistics; socio- linguistics; language learning; language teaching; contrastive analysis; error analysis; pedagogic grammars; applied lexicology; communicative teaching; discourse analysis; stylistic and literature.

HUL889 British Fiction - A Stylistics Approach

3 credits (3-0-0)

Language in prose and poetry; stylistics; deviance; prominence, foregrounding; literary relevance; stylistic variants; language and the fictional world; the rhetoric of text; discourse situation; conversation, speech and thought.

HUL891 Globalization and Transnationalism

3 credits (2-1-0)

Globalization & Globalism, Nationalism & Transnationalism, Dicopora, Glocality. Globalisation and Transnational movements of people, ideas & technology, culture, capital and goods. Relationship between locality, national boundaries and transnationalism- personal and collective identity. Transnational migration and global politics of gender and work in a global world- Dicopora. Religion and Ethnicity in a global world. The State and Democracy in a globalised world.

HUL893 Literature and the City

3 credits (3-0-0)

The course examines in some detail the nature of the challenge that traditionally preoccupied European writers - how to map the experience of the modern city, and what representational strategies were adequate for capturing the opacity, the fragmentation, and the transitory nature of urban modernity. It goes on to investigate the contemporary postcolonial city in order to understand it in relation to late capitalism, globalization, migration, and postmodern culture, and the challenges these pose to classic modernity. It begins by providing an introduction to some of the most important literature on the city and the major theoretical debates around it, offering students a set of conceptual tools with which to approach the city's incommensurable realities, its problems and its potential. It moves on to a detailed analysis of a number of literary texts, examining some of the ways in which the disjunctive realities of city-life shape new modes of experience, creative expression, and solidarity, without losing sight of the inequities of gender, culture, class, and race that persist and indeed strengthen in the current global economic system.

Annexure 1
REVIEW OF HUMANITIES AND SOCIAL SCIENCES
AREAS OF RESEARCH

Sl.	Name of the Research Area	Faculty Involved Nos.	Ph.Ds		Journal Papers	Conference Papers	Sponsored Projects (Nos. and Value)		Industry Consultancies (Nos. and Value)		Listed in Prospectus since Give Year
			Completed	On-going	Nos.	Nos.	Completed	In Progress	Completed	In Progress	
1	Economics	6	2	14	96	74	22.81lacs	5lacs	--	--	
2	Literature	5.5	6	2	33	82	--	--	--	--	
3	Linguistics	3.5	2	8	36	49	19.35lacs	--	--	--	
4	Philosophy	5	1	9	20	38	--	--	--	--	
5	Policy	3.5	0	3	23	76	1.29crores	9.27crores	25lacs	--	
6	Psychology	3	10	8	58	87	5.15lacs	48.05lacs	--	--	
7	Sociology	5.5	6	9	66	115	85.33lacs	--	1.2lacs	--	
8	Interdisciplinary	--	5	2	--	--	89.25lacs	50lacs	--	--	
	TOTAL	32	32	55	332	521	3.5crore	10.3crores	26.7lacs	--	

